

Northwest Independent School District

Beck Elementary School

2023-2024 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	MTSS	Homeless
71%	16%	3%	2%	9%	7%	12%	6%	7%	12%	5%	16%	7%	0

Beck is seeing a more diverse population of students from all backgrounds and needs. We have seen an increase in students identified in Special Education, At Risk and Economically Disadvantaged. We are increasing our supports for the increase in needs. We are also seeing more diversity across our campus in our demographics.

Demographics Strengths

Samuel Beck is in our 25th year of operation. Our town in Trophy Club is completely built out. This school year, we have welcomed over 50 new families to our campus. Many new families have shared that they have been drawn in by the diversity of our community and our school. 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: The needs of our students are increasing in our Special Education area due to both academic and social emotional needs. **Root Cause:** The students throughout our school, primarily in our younger grades, experienced COVID during some very important developmental years.

Student Learning

Student Learning Summary

Student Learning Section:

Grade Level & Test	2022 3rd Grade Reading	2023 3rd Grade Reading	2022 3rd Grade Math	2023 3rd Grade Math	2022 4th Grade Reading	2023 4th Grade Reading	2022 4th Grade Math	2023 4th Grade Math	2022 5th Grade Reading	2023 5th Grade Reading	2022 5th Grade Math	2023 5th Grade Math	2023 5th Grade Science
% Approaches	96%	95%	90%	91%	94%	94%	90%	89%	94%	98%	95%	95%	90%

DRA Data

	K	1	2	3	4	5
% On/Above Reading Level	85%	87%	84%	86%	96%	96%
% Met Growth Projection	85%	78%	86%	83%	99%	94%

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	15.1	16	11.4	14	8.5	8	6.6	5
Math	15.8	15	14.2	16	12.7	12	11.6	9

Our students have increased their achievement, within their cohorts this last 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 achievement.

Student Learning Strengths

Our students have made notable growth this year in their reading levels. We have focused on strategic early literacy skills and all students who were expected to reach end of year reading levels and to pass STAAR and make growth in MAP, did reach that goal. Our students are generalizing their learning and able to apply it to new situations (example: a student is learning to blend sounds and learning phonics rules, their learning is translating directly to reading and writing growth).

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Our Tier 1 instruction is solid, our underachieving students that need Tier 2 and Tier 3 intervention are increasing, but individual growth and end of grade-level outcomes are still not being met. **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 and possibly the strategies we are using.

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 curriculum. This school year, we will also allocate one staff meeting a month to committees that will work towards targeting school/district goals.

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 be focusing on goal setting and individualized support for students to achieve end of year goals.

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 environments 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 qualities 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.

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 regular, highly anticipated events.

Perceptions Strengths

We are a National and State school of Character, a recipient 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.

We have 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 facilitated 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: Staff and Families want to foster an environment that includes families in volunteer opportunities on campus. Our campus goal is to create specific volunteer opportunities that provide clear outcomes and parameters for families to partner with us more authentically. Buy-in for both staff and families towards a more organized model has been a slow process but necessary for productive family partner. **Root Cause:** Our families want to volunteer and feel welcomed. The volunteer parameters are a change from past years and staff have been slow to provide additional volunteer opportunities in classrooms. We need to rebuild trust with families.





Priority Problem Statements

Goals

Goal 1: Northwest ISD will provide personalized learning experiences and cultivate the growth and achievement of every student.

Performance Objective 1: Literacy

1.1 Our students will annually increase literacy proficiency to reach or exceed grade-level standards.

Strategy 1 Details	Reviews			
Strategy 1: All teachers will implement aligned, consistent goal-setting with students. (Campus PoP) Strategy's Expected Result/Impact: All students will be aware and have ownership of their goals. Students and teachers will have a laser focus on goals which will improve targeted areas of achievement. Staff Responsible for Monitoring: Administrators and Teachers	Formative			Summative
	Nov	Jan	Mar	May
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 1: Northwest ISD will provide personalized learning experiences and cultivate the growth and achievement of every student.

Performance Objective 2: Academic Progress

1.2 Our students will achieve individualized academic goals to reach a year's growth or more in all content areas.

Strategy 1 Details	Reviews			
Strategy 1: Teachers will work with students to set goals that meet growth achievements for Reading and Math. (Campus PoP) Strategy's Expected Result/Impact: Overall increased achievement on Reading and Math MAP. Staff Responsible for Monitoring: Administrators and Teachers	Formative			Summative
	Nov	Jan	Mar	May
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✖</div>Discontinue</div></div>				

Goal 1: Northwest ISD will provide personalized learning experiences and cultivate the growth and achievement of every student.

Performance Objective 3: College, Career, Military & Life Readiness

1.3 Our students will graduate life ready and prepared for success in career, college, or military service.

Strategy 1 Details	Reviews			
Strategy 1: Students will work on their goal setting and monitoring skills to set and reflect on meeting academic achievement goals. (Campus PoP) Strategy's Expected Result/Impact: Increase achievement in the goal areas that students set goals for. Expected to have overall improved academic success in Reading and Math as there will be 3-4 goal setting targets in a year. Each will focus on a high yield TEK. Staff Responsible for Monitoring: Administrators and Teachers	Formative			Summative
	Nov	Jan	Mar	May
<div><div><div><div></div></div><div>0%</div></div>No Progress</div> <div><div><div></div></div><div>100%</div></div> Accomplished				
<div><div><div></div></div><div></div></div> Continue/Modify				
<div><div><div></div></div><div></div></div> Discontinue				

Goal 2: Northwest ISD will recruit, value, and retain highly effective staff prepared to meet the individual needs of our students and learning community.

Performance Objective 1: Recruit





2.1 Northwest ISD will have an unwavering commitment to attract and welcome high-quality staff.

Strategy 1 Details	Reviews			
Strategy 1: Emphasis on new teacher learning, systems and procedures to help get new teachers up to speed with campus and district curriculum plans. Strategy's Expected Result/Impact: Teachers will feel confident in their teaching and learning practice. That confidence will lead to higher academic success for our students. Staff Responsible for Monitoring: Administrators	Formative			Summative
	Nov	Jan	Mar	May
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>				

Goal 2: Northwest ISD will recruit, value, and retain highly effective staff prepared to meet the individual needs of our students and learning community.

Performance Objective 2: Value

2.2 Northwest ISD will invest in all staff through a culture of support, development, and empowerment to make a positive impact on the learning community.

Strategy 1 Details	Reviews			
Strategy 1: Utilize surveys to receive feedback on how well current practice is showing value to the staff and receive ideas on how to improve our value practices. Strategy's Expected Result/Impact: Teachers and all staff will be satisfied to provide their input and have a voice in campus decisions. Staff Responsible for Monitoring: Administrators and Campus Committee	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Intentional staff highlight opportunities monthly, and on a frequent basis. Strategy's Expected Result/Impact: Teachers feel appreciated and valued. Teachers will want to stay at Beck and recruit others. Staff Responsible for Monitoring: Administrators and Campus Committee.	Formative			Summative
	Nov	Jan	Mar	May
Strategy 3 Details	Reviews			
Strategy 3: Strategic PLCs with a highlight on observing classroom practice. Strategy's Expected Result/Impact: Teachers build collaborative relationships across campus. Staff Responsible for Monitoring: Administrators and Campus Committee	Formative			Summative
	Nov	Jan	Mar	May
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 3: Northwest ISD will foster a safe environment and a culture of engagement that values the voices of all students, staff, families, and community members.

Performance Objective 1: Engagement

3.1 Northwest ISD will foster an environment of engagement with every member of our community through collaborative dialogue and partnership opportunities.

Strategy 1 Details	Reviews			
Strategy 1: Engage parents in more authentic school-day volunteer opportunities that allow them to be an active part of the mission of the campus. Strategy's Expected Result/Impact: Families will see more opportunities to authentically engage and understand what day to day operations look like within the school and can support teachers and students more specifically. Staff Responsible for Monitoring: Administration and Campus Committee	Formative			Summative
	Nov	Jan	Mar	May
<div><div><div><div></div><div>0%</div></div>No Progress</div><div><div><div></div><div>100%</div></div>Accomplished</div><div><div><div></div><div></div></div>Continue/Modify</div><div><div><div></div><div></div></div>Discontinue</div></div>				

Goal 3: Northwest ISD will foster a safe environment and a culture of engagement that values the voices of all students, staff, families, and community members.

Performance Objective 2: Culture

3.2 Northwest ISD will model and instill a culture of belonging where all students, staff, families, and community voices are heard and valued.

Strategy 1 Details	Reviews			
Strategy 1: Involved parents in our extra curricular activities on campus; ie. House Rallies, tutoring, specific jobs on campus that support a safe and organized environment. Strategy's Expected Result/Impact: Families will see more opportunities to authentically engage and understand what day to day operations look like within the school and can support teachers and students more specifically. Staff Responsible for Monitoring: Administration and Campus Committee	Formative			Summative
	Nov	Jan	Mar	May
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✖</div>Discontinue</div></div>				

Goal 3: Northwest ISD will foster a safe environment and a culture of engagement that values the voices of all students, staff, families, and community members.

Performance Objective 3: Safety

3.3 Northwest ISD will continuously improve, maintain and communicate systems of support to strengthen the physical and emotional well-being of our students, staff, and community.

Strategy 1 Details	Reviews			
Strategy 1: The campus Operational Team will routinely review safety protocols; this includes reviewing threat assessment and bullying protocols for alignment and education of students, staff and our community. Strategy's Expected Result/Impact: All stakeholders are educated in safety measures, threat assessments, and bullying so that there are less incidents on campus and an increase in everyone's knowledge. Staff Responsible for Monitoring: Administration and Campus Committee	Formative			Summative
	Nov	Jan	Mar	May
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>				

Northwest Independent School District
Berkshire Elementary School
2023-2024 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 success is the shared 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, will engage in a culture of learning that prepares all students to confidently navigate their future.

Northwest ISD Vision

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

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Goal 3: Northwest ISD will foster a safe environment and a culture of engagement that values the voices of all students, staff, families, and community members. 16

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
36%	26%	21%	3%	13%	35%	20%	4%	8%	9%	11%	38%	15%	4

For the 2023-2024 school year, Berkshire Elementary has over 700 students from a wide range of backgrounds and student groups. Our school serves students in Early Childhood/ Pre-Kindergarten through 5th grade, including students who receive support in Early Childhood Special Education (ECSE), Program for Academic Curriculum in Every Environment (PACEE), and Social Emotional Assistance Classroom (SEAC). Our school is ethnically and racially diverse with multiple languages represented. As we form a community of learners and leaders at Berkshire Elementary, we celebrate our diversity and our shared experiences. We are "Better Together!"

Demographics Strengths

Berkshire Elementary continues to attract faculty and staff members with the passion and experience needed to best meet the growing and changing needs of our students. The culture at Berkshire has created a pipeline where many aides and guest educators have promoted to teaching positions at our school. While all new staff members are supported with mentor teachers, buddies, and a strong instructional coaching team, "growing our own" allows us to develop future Berkshire teachers who know our community and instructional practices and are committed to our culture and goals for student outcomes.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): As our school community grows and changes, our teachers are required to utilize a variety of methods and strategies to respond to a wide range of academic strengths and needs. **Root Cause:** Our practices are not consistently meeting the needs of all of our students

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	N/A	83%	N/A	75%	N/A	70%	N/A	68%	N/A	78%	N/A	78%	68%

DRA Data

	K	1	2	3	4	5
% On/Above Reading Level	74%	69%	72%	71%	83%	82%
% Met Growth Projection	74%	71%	76%	73%	80%	81%

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	15	14	12	10	9	4	7	4
Math	16	15	14	14	12	10	11	9

Berkshire Elementary is beginning its third year as a campus. We continue to look at student learning outcomes for trends in our data. In DRA, we see that most students make a year's growth, even if they do not end at grade level. In MAP, we see that students are not meeting expected growth, with larger gaps in Reading than Math.

Student Learning Strengths

As a new and growing campus, we continue to meet students where they are academically when they become Berkshire Bears. Most students make a year's growth in reading as measured by DRA. 2nd and 3rd grade students are close to meeting expected growth in both Reading and Math. While we strive for nearly all students to demonstrate this one year's growth, we celebrate that regardless of where a student begins, many are showing that our instruction and supports are making an impact academically.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Students need personalized Tier 1 instruction to close gaps, extend learning, and make a year's worth or more growth in Math and Reading.

Root Cause: Our instruction is not consistently data informed

School Processes & Programs

School Processes & Programs Summary

Berkshire Elementary has a strong campus culture, and aligned and responsive instructional practices are our focus for ensuring higher levels of student success. Communication and collaboration at Berkshire Elementary is cyclical and ongoing. Teams and team leaders have been established, with representatives on both our campus Instructional Leadership Team (ILT) and Operational Leadership Team (OLT). Our ILT meets throughout the summer and monthly to review data, model protocols, and discuss the effectiveness of our instructional program. The ILT representative then brings the learning and discussion back to the team in a professional learning community (PLC) focused on what the team needs. Our OLT collaborates on processes, supports, and other operational tasks. Campus administrators communicate with staff regularly through weekly staff newsletters, weekly community newsletters, and agendas and minutes. Communication to families is sent out in various media formats: ParentSquare, phone calls, school website, email, and school social media accounts.

School Processes & Programs Strengths

Berkshire Elementary continues to utilize multiple leadership teams and structures to promote ongoing communication and shared decision making. With a common campus Google Drive, teams share their lesson plans, meeting agendas, and other pertinent information with one another and the campus. Teacher leaders are identified and given opportunities to further develop their skills and use their strengths and gifts to impact students in their grade level and beyond. Teachers at Berkshire participate in Leadership Academy, Leadership Pathways, curriculum writing and district and state conferences and workshops.

Communication is accessible and organized through the use of our "Bear Den" Google Doc and "Weekly Roar" newsletters. Staff members receive regular updates with active links and information and have a place where they can access this information when they need it.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Staff, parents, and community members need to be informed regularly about campus events, initiatives and processes. **Root Cause:** Administrative changes and being a relatively new campus require ongoing communication about expectations and campus information

Perceptions

Perceptions Summary

Stakeholders report positive feelings about Berkshire Elementary and give feedback via our Facebook page, "appreciating" our Parent Square posts, and through our many community events. Parent/teacher conferences reinforce the positive partnership with our families. Our PTA is active and involved, and we host quarterly Spirit Rallies for families to attend. Our Watch D.O.G.S. program is being emphasized this year as we work to strengthen participation. 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.

Perceptions Strengths

Berkshire Elementary experienced strong staff retention despite significant changes in campus administration. Feedback regarding communication frequency and channels have been positive. Berkshire is known for having a strong student culture and a culture of celebration. Efforts to make all stakeholders feel valued at Berkshire are noticed and appreciated.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Our student achievement data does not reflect our strong campus culture and high levels of community engagement. **Root Cause:** While students do not achieve at high levels without a culture of collective engagement, we need to be more intentional in aligning our time and resources on factors that influence achievement.

Priority Problem Statements

Problem Statement 1: As our school community grows and changes, our teachers are required to utilize a variety of methods and strategies to respond to a wide range of academic strengths and needs.

Root Cause 1: Our practices are not consistently meeting the needs of all of our students

Problem Statement 1 Areas: Demographics

Problem Statement 2: Students need personalized Tier 1 instruction to close gaps, extend learning, and make a year's worth or more growth in Math and Reading.

Root Cause 2: Our instruction is not consistently data informed

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Staff, parents, and community members need to be informed regularly about campus events, initiatives and processes.

Root Cause 3: Administrative changes and being a relatively new campus require ongoing communication about expectations and campus information

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: Our student achievement data does not reflect our strong campus culture and high levels of community engagement.

Root Cause 4: While students do not achieve at high levels without a culture of collective engagement, we need to be more intentional in aligning our time and resources on factors that influence achievement.

Problem Statement 4 Areas: Perceptions

Goals

Goal 1: Northwest ISD will provide personalized learning experiences and cultivate the growth and achievement of every student.

Performance Objective 1: Literacy

1.1 Our students will annually increase literacy proficiency to reach or exceed grade-level standards.

Strategy 1 Details	Reviews			
Strategy 1: Teachers will plan and implement small group lessons that are responsive to student needs. Strategy's Expected Result/Impact: Teachers will intentionally plan differentiated instruction. Staff Responsible for Monitoring: Teachers Admin ELA coaches Problem Statements: Student Learning 1	Formative			Summative
	Nov	Jan	Mar	May
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: Students need personalized Tier 1 instruction to close gaps, extend learning, and make a year's worth or more growth in Math and Reading. Root Cause: Our instruction is not consistently data informed

Goal 1: Northwest ISD will provide personalized learning experiences and cultivate the growth and achievement of every student.

Performance Objective 2: Academic Progress

1.2 Our students will achieve individualized academic goals to reach a year's growth or more in all content areas.

Strategy 1 Details	Reviews			
Strategy 1: Students will participate in goal setting conferences and progress towards goals will be monitored by students and teachers. Strategy's Expected Result/Impact: Students will know their performance levels and have individualized support towards meeting goals. Staff Responsible for Monitoring: Teachers Admin Team Leaders Curriculum Coaches Problem Statements: Perceptions 1	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: We will utilize and update a data dashboard to see trends and needs across grade levels to make instructional adjustments. Strategy's Expected Result/Impact: Teachers and specialists will be able to better identify students in need of additional support in reaching their goals. Staff Responsible for Monitoring: Teachers Specialists Admin Curriculum Coaches Problem Statements: Demographics 1 - Student Learning 1	Formative			Summative
	Nov	Jan	Mar	May
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>				

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: As our school community grows and changes, our teachers are required to utilize a variety of methods and strategies to respond to a wide range of academic strengths and needs. Root Cause: Our practices are not consistently meeting the needs of all of our students

Student Learning

Problem Statement 1: Students need personalized Tier 1 instruction to close gaps, extend learning, and make a year's worth or more growth in Math and Reading. **Root Cause:** Our instruction is not consistently data informed





Perceptions

Problem Statement 1: Our student achievement data does not reflect our strong campus culture and high levels of community engagement. **Root Cause:** While students do not achieve at high levels without a culture of collective engagement, we need to be more intentional in aligning our time and resources on factors that influence achievement.

Goal 1: Northwest ISD will provide personalized learning experiences and cultivate the growth and achievement of every student.

Performance Objective 3: College, Career, Military & Life Readiness

1.3 Our students will graduate life ready and prepared for success in career, college, or military service.

Strategy 1 Details	Reviews			
Strategy 1: We will have alignment in our campus Morning Meetings by focusing on a common character trait each week. Strategy's Expected Result/Impact: Students will gain intrapersonal and interpersonal skills to navigate school and life. Staff Responsible for Monitoring: Teachers Counselor Admin Problem Statements: Perceptions 1	Formative			Summative
	Nov	Jan	Mar	May
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

Performance Objective 3 Problem Statements:

Perceptions
Problem Statement 1: Our student achievement data does not reflect our strong campus culture and high levels of community engagement. Root Cause: While students do not achieve at high levels without a culture of collective engagement, we need to be more intentional in aligning our time and resources on factors that influence achievement.

Goal 2: Northwest ISD will recruit, value, and retain highly effective staff prepared to meet the individual needs of our students and learning community.

Performance Objective 1: Recruit

2.1 Northwest ISD will have an unwavering commitment to attract and welcome high-quality staff.

Strategy 1 Details	Reviews			
Strategy 1: We will recognize and celebrate staff members through our "Weekly Peek" posts on Facebook and "Hump Day Hooray" staff email. Strategy's Expected Result/Impact: Staff will feel appreciated and have an outlet for expressing appreciation to their colleagues. Staff Responsible for Monitoring: Admin Teachers Problem Statements: School Processes & Programs 1	Formative			Summative
	Nov	Jan	Mar	May
<div><div><div>0%</div><div>No Progress</div></div><div><div>100%</div><div>Accomplished</div></div><div><div>→</div><div>Continue/Modify</div></div><div><div>✗</div><div>Discontinue</div></div></div>				





Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 1: Staff, parents, and community members need to be informed regularly about campus events, initiatives and processes. Root Cause: Administrative changes and being a relatively new campus require ongoing communication about expectations and campus information

Goal 2: Northwest ISD will recruit, value, and retain highly effective staff prepared to meet the individual needs of our students and learning community.

Performance Objective 2: Value

2.2 Northwest ISD will invest in all staff through a culture of support, development, and empowerment to make a positive impact on the learning community.

Strategy 1 Details	Reviews			
Strategy 1: Professional learning will be intentionally planned through cycles of PLCs and staff development that impacts all students. Strategy's Expected Result/Impact: Professional learning will be aligned to the needs of students and teams to increase achievement. Staff Responsible for Monitoring: Admin ILT Instructional Coaches Problem Statements: Demographics 1 - Student Learning 1	Formative			Summative
	Nov	Jan	Mar	May
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				





Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: As our school community grows and changes, our teachers are required to utilize a variety of methods and strategies to respond to a wide range of academic strengths and needs. Root Cause: Our practices are not consistently meeting the needs of all of our students
Student Learning
Problem Statement 1: Students need personalized Tier 1 instruction to close gaps, extend learning, and make a year's worth or more growth in Math and Reading. Root Cause: Our instruction is not consistently data informed

Goal 2: Northwest ISD will recruit, value, and retain highly effective staff prepared to meet the individual needs of our students and learning community.

Performance Objective 3: Retain

2.3 Northwest ISD will retain highly effective staff through meaningful relationships, ongoing support, and professional growth opportunities.

Strategy 1 Details		Reviews			
Strategy 1: Teachers will have additional time each quarter for planning and collaboration. Strategy's Expected Result/Impact: Teams will have increased collective efficacy and student achievement. Staff Responsible for Monitoring: ILT Admin Curriculum Coaches Problem Statements: Demographics 1 - Student Learning 1 - Perceptions 1		Formative			Summative
		Nov	Jan	Mar	May
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>					

Performance Objective 3 Problem Statements:





Demographics
Problem Statement 1: As our school community grows and changes, our teachers are required to utilize a variety of methods and strategies to respond to a wide range of academic strengths and needs. Root Cause: Our practices are not consistently meeting the needs of all of our students
Student Learning
Problem Statement 1: Students need personalized Tier 1 instruction to close gaps, extend learning, and make a year's worth or more growth in Math and Reading. Root Cause: Our instruction is not consistently data informed
Perceptions
Problem Statement 1: Our student achievement data does not reflect our strong campus culture and high levels of community engagement. Root Cause: While students do not achieve at high levels without a culture of collective engagement, we need to be more intentional in aligning our time and resources on factors that influence achievement.

Goal 3: Northwest ISD will foster a safe environment and a culture of engagement that values the voices of all students, staff, families, and community members.

Performance Objective 1: Engagement

3.1 Northwest ISD will foster an environment of engagement with every member of our community through collaborative dialogue and partnership opportunities.

Strategy 1 Details		Reviews			
Strategy 1: We will strengthen our partnership with our PTA and revitalize our Watch D.O.G.S. program through collaborative campus events and recruitment of male figures to focus on academic support through Watch D.O.G.S. Strategy's Expected Result/Impact: Events will be highly attended and there will be an increase in Watch D.O.G.S. participation Staff Responsible for Monitoring: Admin Counselor PTA Watch D.O.G.S. Problem Statements: School Processes & Programs 1 - Perceptions 1		Formative			Summative
		Nov	Jan	Mar	May

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 1: Staff, parents, and community members need to be informed regularly about campus events, initiatives and processes. Root Cause: Administrative changes and being a relatively new campus require ongoing communication about expectations and campus information
Perceptions
Problem Statement 1: Our student achievement data does not reflect our strong campus culture and high levels of community engagement. Root Cause: While students do not achieve at high levels without a culture of collective engagement, we need to be more intentional in aligning our time and resources on factors that influence achievement.

Goal 3: Northwest ISD will foster a safe environment and a culture of engagement that values the voices of all students, staff, families, and community members.

Performance Objective 2: Culture

3.2 Northwest ISD will model and instill a culture of belonging where all students, staff, families, and community voices are heard and valued.

Strategy 1 Details	Reviews			
Strategy 1: We will utilize Emergent Tree's Reach and Respond strategies to connect with students. Strategy's Expected Result/Impact: Students will feel heard and valued. Staff Responsible for Monitoring: Teachers Admin Counselor Problem Statements: Perceptions 1	Formative			Summative
	Nov	Jan	Mar	May
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				





Performance Objective 2 Problem Statements:

Perceptions
Problem Statement 1: Our student achievement data does not reflect our strong campus culture and high levels of community engagement. Root Cause: While students do not achieve at high levels without a culture of collective engagement, we need to be more intentional in aligning our time and resources on factors that influence achievement.

Goal 3: Northwest ISD will foster a safe environment and a culture of engagement that values the voices of all students, staff, families, and community members.

Performance Objective 3: Safety

3.3 Northwest ISD will continuously improve, maintain and communicate systems of support to strengthen the physical and emotional well-being of our students, staff, and community.

Strategy 1 Details	Reviews			
Strategy 1: We will implement a weekly "Bear Necessities" parent newsletter including our campus character trait. Strategy's Expected Result/Impact: Families will feel more connected to our school and have strategies and support for well-being. Staff Responsible for Monitoring: Admin Counselor Problem Statements: School Processes & Programs 1	Formative			Summative
	Nov	Jan	Mar	May
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 3 Problem Statements:

School Processes & Programs
Problem Statement 1: Staff, parents, and community members need to be informed regularly about campus events, initiatives and processes. Root Cause: Administrative changes and being a relatively new campus require ongoing communication about expectations and campus information

Northwest Independent School District
Carter Elementary School
2023-2024 Campus Improvement Plan

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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
16%	20%	22%	4%	8%	35%	20%	4%	9%	6%	12%	37 %	%	1

Molly Livengood Carter Elementary School is a Pre-K through 5th grade campus that serves over 525 students and employs nearly 60 staff members. The campus is located in Haslet Texas and feeds into Wilson Middle School.

Enrollment for the inaugural year exceeded expectations as we are above 500 students. Along with Pre-K through 5th grade classrooms we also serve a 20% Special Education population that includes specialized units of SEAC, PACEE and ECSE.

Demographics Strengths

We have a very diverse campus population. Since we have opened our doors in mid August, our families feel connected and celebrated. We have an active community with parents and families who support their students and our campus serving as partners and volunteers. Our students feed into Wilson Middle School and both Eaton and Northwest High School.

Teachers are investing their time in getting to know our students and families. We will work together and form a partnership between school and home to support our students.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Our school community is diverse with various cultural backgrounds. We want ALL families to feel included and become involved while celebrating their cultural differences. **Root Cause:** The demographics in the city of Haslet have changed over the past few years due to it's rapid growth. New students and families have brought diverse needs & backgrounds to the area.

Student Learning

Student Learning Summary

Molly Livengood Carter Elementary is a brand new campus that open it's doors on August 16, 2023. Once we start to accumulate student data, we will look for student learning outcomes and trends in our results. Our campus goals are as follows: Literacy goal of 85% of K-2 students on or above grade level and our 3-5 students will show high-growth on their Reading MAP assessment.

Grade Level & Test	2022 3rd Grade Reading	2023 3rd Grade Reading	2021 3rd Grade Math	2022 3rd Grade Math	2023 3rd Grade Math	2021 4th Grade Reading	2023 4th Grade Reading	2021 4th Grade Math	2023 4th Grade Math	2021 5th Grade Reading	2022 5th Grade Reading	2023 5th Grade Reading	2021 5th Grade Math	2023 5th Grade Math	2021 5th Grade Science	2023 5th Grade Science
% Approaches	59%	82%	66%	78%	79%	65%	83%	69%	73%	86%	68%	85%	83%	82%	78%	68%

(DRA Data)

	K	1	2	3	4	5
% On/Above Reading Level	78%	61%	71%	74%	86%	83%
% Met Growth Projection	81%	65%	82%	79%	94%	92%

Student Learning Strengths

As a new and growing campus, we will continue to meet students where they are at academically regardless of what school system they came from the previous year. We will strive for our students to make a year's growth in reading as measured by MCLASS reading assessment.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Students needs differentiated Tier 1 instruction to close learning gaps in order to make a year's growth in both Math and Reading. **Root Cause:** With us being a new campus and teachers from various campus and districts, our instruction and academic focus is not aligned.

School Processes & Programs

School Processes & Programs Summary

At Carter Elementary, we have recruited highly qualified and talented teachers. Our teachers have embraced high expectations for themselves and are committed to the success of their students our district and our campus. Our staff consists of mostly veteran teachers and as of right now, we do not have any first year teachers. In order to acclimate our teachers that are new to our district, we are relying on our Mentor/Buddy program to show and share the ways of NISD. Our staff is committed to growing themselves in order to better serve our student population.

Since we are a staff comprised of teachers with different experiences for various campuses and districts, we believe it is of the utmost importance to align our instruction and use of the district's curriculum. Intentional professional development and work through PLCs will help us to align as a campus.

We have several teams that offer support on our campus. We have an Instructional Leadership Team, Operational/Safety Leadership Team, Behavior/PBIS team and a Sunshine/SEL team.

School Processes & Programs Strengths

Our veteran teachers work collaboratively with content instructional coaches to align and design impactful learning experiences through PD in PLCs, short cycles and writing previews (provided by the district).

MTSS grade level meetings (regularly)

Progress monitoring of student data (MAP, MCLASS)

Campus wide morning meetings

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: All students need instruction that is delivered consistently in order to meet individual achievement goals and make at least a year's growth. **Root Cause:** Veteran staff with experiences from a wide range of campuses and districts that need to be aligned in instruction and district curriculum.

Perceptions

Perceptions Summary

Since we are a brand new campus, we have not utilized surveys, focus groups, parent engagement evaluations and feedback as of yet. We also do not have community partnerships and volunteer data, nor do we have staff surveys to look at.

We do have a very dedicated staff that strives to deliver the best instruction to our students who also hold themselves to high expectations. We have a very supportive PTA Board and we are currently building a positive and collaborative relationship with them.

We are dedicated to providing 2-way communication with our families, so all voices and ideas are respected and their input is valued. Staff and families will work cohesively together in order to support the student.

Perceptions Strengths

Our ILT, OLT, PBIS and Sunshine committees are focused on individual goals as well as campus goals. Each committee is focused on the whole student and will make decisions together in order to support student achievement.

We will build a culture at Carter where we celebrate student success and plan to do this regularly through assemblies, announcements, brag boards, etc.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Our campus needs to establish our culture and expectations for both ourselves and our students. **Root Cause:** We are a new campus with both staff and students coming from different areas/experiences.

Priority Problem Statements





Goals

Goal 1: Northwest ISD will provide personalized learning experiences and cultivate the growth and achievement of every student.

Performance Objective 1: Literacy

1.1 Our students will annually increase literacy proficiency to reach or exceed grade-level standards.

Evaluation Data Sources: PreK EOY Kinder Readiness Assessment, mClass, 3-5 STAAR Reading/Math/Science, 2-5 MAP data and MTSS





Strategy 1 Details	Reviews			
Strategy 1: Teachers will work together to design cross-curricular lessons to support literacy across all content areas and further student's ability to critically think. Strategy's Expected Result/Impact: Student comprehension, academic vocabulary and writing fluency. Staff Responsible for Monitoring: GenEd Teachers, Support Teachers and staff, Admin	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: 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. Strategy's Expected Result/Impact: Student comprehension, academic vocabulary and writing fluency. Staff Responsible for Monitoring: GenEd Teachers, Support Teachers and staff, Admin	Formative			Summative
	Nov	Jan	Mar	May
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 1: Northwest ISD will provide personalized learning experiences and cultivate the growth and achievement of every student.

Performance Objective 2: Academic Progress

1.2 Our students will achieve individualized academic goals to reach a year's growth or more in all content areas.

Evaluation Data Sources: 2-5 MAP assessment, mClass, STAAR, progress monitoring





Strategy 1 Details	Reviews			
Strategy 1: Every student receives data driven Tier 1 instruction that is TEKS aligned. They will also receive small group Math/ELA instruction at their current level at least once a week (differentiation). Strategy's Expected Result/Impact: Student's being taught on their academic level to make at least a year's growth. Student academic ownership for their own learning. Staff Responsible for Monitoring: GenEd Teachers, support teachers and admin.	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Students will intentionally goal/skill set, progress monitor and adjust goals/skills. Strategy's Expected Result/Impact: Student's will be able to understand their individual goals and skills needed in order to reach their goals. Staff Responsible for Monitoring: GenEd teachers, support teachers, admin	Formative			Summative
	Nov	Jan	Mar	May
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 1: Northwest ISD will provide personalized learning experiences and cultivate the growth and achievement of every student.

Performance Objective 3: College, Career, Military & Life Readiness

1.3 Our students will graduate life ready and prepared for success in career, college, or military service.

Evaluation Data Sources: N/A





Strategy 1 Details	Reviews			
Strategy 1: Campus aligned morning meetings that are driven by our campus core values (counselor). Strategy's Expected Result/Impact: Increased social-emotional health for our students Staff Responsible for Monitoring: Counselor, GenEd Teachers, support teachers, admin	Formative			Summative
	Nov	Jan	Mar	May
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Goal 2: Northwest ISD will recruit, value, and retain highly effective staff prepared to meet the individual needs of our students and learning community.

Performance Objective 1: Recruit

2.1 Northwest ISD will have an unwavering commitment to attract and welcome high-quality staff.

Evaluation Data Sources: Teacher surveys, OHI, evaluation of teacher retention data





Strategy 1 Details	Reviews			
Strategy 1: Provide teachers opportunities to align themselves in professional learning communities weekly, during which they will collaborate on goal setting, planning and exchange knowledge of how to best serve students to the expectations of the district. (PROBLEM OF PRACTICE) Strategy's Expected Result/Impact: A feeling of being valued as we invest in teacher's overall skillset. Staff Responsible for Monitoring: All teachers, admin, district support staff	Formative			Summative
	Nov	Jan	Mar	May
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 2: Northwest ISD will recruit, value, and retain highly effective staff prepared to meet the individual needs of our students and learning community.

Performance Objective 2: Value

2.2 Northwest ISD will invest in all staff through a culture of support, development, and empowerment to make a positive impact on the learning community.

Evaluation Data Sources: Teacher surveys, OHI, evaluation of teacher retention data





Strategy 1 Details	Reviews			
Strategy 1: Teachers will collaborate and PLC with the district's instructional support staff for a minimum of three times per year in order to receive direct district coaching. Strategy's Expected Result/Impact: Growth in teachers, teacher retention, quality PLCs. Staff Responsible for Monitoring: All campus staff, district instructional team	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Invest time into teachers expanding their content knowledge in order to best meet student needs in and out of the classroom. This will happen through grade level PLCs and Thursday PD. Strategy's Expected Result/Impact: Growth in teachers, teacher retention, quality PLCs. Staff Responsible for Monitoring: Teachers, admin, district support staff.	Formative			Summative
	Nov	Jan	Mar	May
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 2: Northwest ISD will recruit, value, and retain highly effective staff prepared to meet the individual needs of our students and learning community.

Performance Objective 3: Retain

2.3 Northwest ISD will retain highly effective staff through meaningful relationships, ongoing support, and professional growth opportunities.

Evaluation Data Sources: Teacher surveys, OHI, evaluation of teacher retention data

Strategy 1 Details	Reviews			
Strategy 1: Implementation of a campus wide culture system that includes our Sunshine committee that helps support school morale. Strategy's Expected Result/Impact: Teacher surveys, OHI, evaluation of teacher retention data Staff Responsible for Monitoring: All staff	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Recruit and select highly qualified teachers by screening applicants utilizing tools provided by the district. Strategy's Expected Result/Impact: Hiring and retaining strong teachers and support staff. Staff Responsible for Monitoring: Teachers, leadership team, admin	Formative			Summative
	Nov	Jan	Mar	May
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 3: Northwest ISD will foster a safe environment and a culture of engagement that values the voices of all students, staff, families, and community members.

Performance Objective 1: Engagement

3.1 Northwest ISD will foster an environment of engagement with every member of our community through collaborative dialogue and partnership opportunities.

Evaluation Data Sources: District survey





Strategy 1 Details	Reviews			
Strategy 1: Teachers/Grade Levels will intentionally plan for authentic student discourse opportunities. Strategy's Expected Result/Impact: An environment where students are able to communicate with one another in a healthy and productive manor. Staff Responsible for Monitoring: All staff and students.	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Making sure we communicate with our entire student population and community through various modes of delivery. (Parent Square, newsletters) 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	Formative			Summative
	Nov	Jan	Mar	May
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

Goal 3: Northwest ISD will foster a safe environment and a culture of engagement that values the voices of all students, staff, families, and community members.

Performance Objective 2: Culture

3.2 Northwest ISD will model and instill a culture of belonging where all students, staff, families, and community voices are heard and valued.

Evaluation Data Sources: District survey

Strategy 1 Details	Reviews			
Strategy 1: Carter Elementary will create a culture of belonging through whole school assemblies, morning meetings, and reach and respond opportunities for students and families. Strategy's Expected Result/Impact: Increased sense of belonging for students, families and staff. Staff Responsible for Monitoring: Students and staff.	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Carter Elementary will implement the district's new behavior support framework (Emergent Tree) Strategy's Expected Result/Impact: An increased understanding of behavior expectations among students and staff. Staff Responsible for Monitoring: Staff and students.	Formative			Summative
	Nov	Jan	Mar	May
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 3: Northwest ISD will foster a safe environment and a culture of engagement that values the voices of all students, staff, families, and community members.

Performance Objective 3: Safety

3.3 Northwest ISD will continuously improve, maintain and communicate systems of support to strengthen the physical and emotional well-being of our students, staff, and community.

Evaluation Data Sources: District survey

Strategy 1 Details		Reviews			
Strategy 1: Student, Staff and Stakeholder Safety: Carter Elementary will ensure that every student, staff member and guest on campus is in the most controlled and safe environment possible through intentional planning which includes but not limited to safety drills, on-sight security guard and regular OLT (Operations Leadership Team) meetings. Strategy's Expected Result/Impact: The physical and emotional well being of our students, staff and community will increase. Staff Responsible for Monitoring: All staff		Formative			Summative
		Nov	Jan	Mar	May
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>					

Northwest Independent School District
Cox Elementary School
2023-2024 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.

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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
0.89%	17.37%	13.41%	1.92 %	15.32%	17.84 %	17.29 %	6.36%	5.53 %	8.85%	8.99%	26.69 %	7.3%	4

Cox Elementary opened in the Fall of 2013. For 2022-2023 we served a total of 788 students. We are currently serving 731. Our campus currently has a PACEE an ECSE unit with all day Pre-K . The communities we serve are almost fully developed and recent construction of Litsey Creek cottages. We also serve 2 apartment complexes. We are a high performing, upper to middle-class school.

Overview of areas:

After school activities include, choir, photography, Chess, and robotics. Students enjoyed the time with their teachers and doing something here at school that is non-academic related to showcase their talents.

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! She continues to facilitate 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 had a high teacher retention from last year. We lost one teaching position and 1 growth position due to enrollment projections, There were a total of 6 teachers and 2 paraprofessionals who left Cox Elementary. We had 2 teachers leave because families were moving out of the area or going to another district, 1 teacher staying at home with new baby, 1 paraprofessional to further her education to become an educator, 1 teacher transferred to another campus in district to be lessen the commute, and 2 teachers and 1 paraprofessional that were promoted within our district. Our PACEE and ECSE units are fully staffed with paraprofessionals. Due to limited pool applicants, we are still understaffed in resource and art that are in need of a paraprofessionals.

As our district continues focuses on Social and Emotional Learning (SEL), designing a behavior framework that meets the need of our campus is on our forefront. We want to continue to build on the work we have put in place with Purposeful People, previous campus book study and learning from this year's campus books study to develop that connection between the student and teacher. 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): Our students who receive special services are closing achievements gaps; however, students who receive only Tier 1 instruction are not making year's growth. **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

Grade Level & Test	2022 3rd Grade Reading	2023 3rd Grade Reading	2022 3rd Grade Math	2023 3rd Grade Math	2022 4th Grade Reading	2023 4th Grade Reading	2022 4th Grade Math	2023 4th Grade Math	2022 5th Grade Reading	2023 5th Grade Reading	2022 5th Grade Math	2023 5th Grade Math	2023 5th Grade Science
% Approaches	89%	90%	87%	91%	88%	94%	81%	81%	92%	96%	97%	94%	88%

DRA Data)

	K	1	2	3	4	5
% On/Above Reading Level	80%	80%	86%	81%	87%	93%
% Met Growth Projection	81%	82%	68%	87%	90%	87%

(MAP Growth Data)

	2 Achievement (Fall 2022- Spring 2023)	2 Observed Growth	3 Achievement (Fall 2022- Spring 2023)	3 Observed Growth	4th Achievement (Fall 2022-Spring 2023)	4th Observed Growth	5th Achievement (Fall 2022-Spring 2023)	5th Grade Observed Growth
Reading	71%	53%	69%	57%	76%	48%	69%	56%
Math	64%	41%	74%	68%	76%	50%	71%	48%

Student Learning Strengths

Grade levels are reaching achievement levels in MAPS

Meeting grade level expectations in DRA

Teachers utilizing district coaches in PLCs

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

Explicit Phonics instruction in K-1

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Tier 1 instruction is not meeting the needs of all individualized learners. **Root Cause:** At Cox Elementary, we have students who have various skills level that require different entry points into the TEKS 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 2023-24 year. We take pride in taking care of our staff so 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 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 Behavior Framework Committee.

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

Staff Recognition Programs Include; Staff Shout Outs in staff newsletter and staff meetings

We replaced 5 teachers; 1 teacher due to a family move and 2 teachers were promoted within the district. We had 1 teacher transfer to another elementary campus in the district to be closer to where they lived.

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 MTSS Interventionists
- Relationship building with Morning Meetings - 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

Progress monitoring students who are not on level

MTSS grade level meetings

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Our data shows students are meeting achievement goals, however, students who are on level are not making year's growth. **Root Cause:** Students who are on grade level need consistent progress monitoring with intentional goal setting.

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 supportive PTA board, staff continues build and promote 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 and Cox Connection to share what is happening on our campus. In addition, our teachers send weekly emails with their newsletters to keep parents well informed of students are learning in all content areas.

Our school will be hosting our 1st family book study to learn how to build resilient kids.

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 onboarding 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:** New staff come with various background experiences and skills.

Priority Problem Statements

Problem Statement 1: Our students who receive special services are closing achievements gaps; however, students who receive only Tier 1 instruction are not making year's growth.

Root Cause 1: Our Tier I instruction needs to address grade level content with appropriate scaffolds to meet student's needs.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Tier 1 instruction is not meeting the needs of all individualized learners.

Root Cause 2: At Cox Elementary, we have students who have various skills level that require different entry points into the TEKS and learning experiences.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Our data shows students are meeting achievement goals, however, students who are on level are not making year's growth.

Root Cause 3: Students who are on grade level need consistent progress monitoring with intentional goal setting.

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: Annual recruitment of onboarding 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 4: New staff come with various background experiences and skills.

Problem Statement 4 Areas: Perceptions





Goals

Goal 1: Northwest ISD will provide personalized learning experiences and cultivate the growth and achievement of every student.

Performance Objective 1: Literacy

1.1 Our students will annually increase literacy proficiency to reach or exceed grade-level standards.

Strategy 1 Details	Reviews			
Strategy 1: Reading strategies are taught in all content areas Strategy's Expected Result/Impact: Students reading on or above grade level text. Staff Responsible for Monitoring: Classroom teachers Support Staff District Coaches Campus Administration Problem Statements: Demographics 1 - Student Learning 1 - School Processes & Programs 1	Formative			Summative
	Nov	Jan	Mar	May

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Our students who receive special services are closing achievements gaps; however, students who receive only Tier 1 instruction are not making year's growth. Root Cause: Our Tier I instruction needs to address grade level content with appropriate scaffolds to meet student's needs.
Student Learning
Problem Statement 1: Tier 1 instruction is not meeting the needs of all individualized learners. Root Cause: At Cox Elementary, we have students who have various skills level that require different entry points into the TEKS and learning experiences.
School Processes & Programs
Problem Statement 1: Our data shows students are meeting achievement goals, however, students who are on level are not making year's growth. Root Cause: Students who are on grade level need consistent progress monitoring with intentional goal setting.

Goal 1: Northwest ISD will provide personalized learning experiences and cultivate the growth and achievement of every student.

Performance Objective 2: Academic Progress

1.2 Our students will achieve individualized academic goals to reach a year's growth or more in all content areas.

Strategy 1 Details		Reviews			
Strategy 1: Intentional goal setting conferences and consistently progress monitor all students. Strategy's Expected Result/Impact: All students will show growth in all content areas. Staff Responsible for Monitoring: Classroom teachers Support staff Campus Administration Problem Statements: Demographics 1 - Student Learning 1 - School Processes & Programs 1		Formative			Summative
		Nov	Jan	Mar	May
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>					

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: Our students who receive special services are closing achievements gaps; however, students who receive only Tier 1 instruction are not making year's growth. Root Cause: Our Tier I instruction needs to address grade level content with appropriate scaffolds to meet student's needs.
Student Learning
Problem Statement 1: Tier 1 instruction is not meeting the needs of all individualized learners. Root Cause: At Cox Elementary, we have students who have various skills level that require different entry points into the TEKS and learning experiences.
School Processes & Programs
Problem Statement 1: Our data shows students are meeting achievement goals, however, students who are on level are not making year's growth. Root Cause: Students who are on grade level need consistent progress monitoring with intentional goal setting.

Goal 1: Northwest ISD will provide personalized learning experiences and cultivate the growth and achievement of every student.

Performance Objective 3: College, Career, Military & Life Readiness

1.3 Our students will graduate life ready and prepared for success in career, college, or military service.

Strategy 1 Details	Reviews			
Strategy 1: Implement a skill building component in Morning Meeting using Purposeful People language. Strategy's Expected Result/Impact: Increase in student academic achievement and growth. Staff Responsible for Monitoring: Classroom Teachers Campus Behavior Framework Committee Problem Statements: Student Learning 1 - School Processes & Programs 1 - Perceptions 1	Formative			Summative
	Nov	Jan	Mar	May
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>				

Performance Objective 3 Problem Statements:

Student Learning
Problem Statement 1: Tier 1 instruction is not meeting the needs of all individualized learners. Root Cause: At Cox Elementary, we have students who have various skills level that require different entry points into the TEKS and learning experiences.
School Processes & Programs
Problem Statement 1: Our data shows students are meeting achievement goals, however, students who are on level are not making year's growth. Root Cause: Students who are on grade level need consistent progress monitoring with intentional goal setting.
Perceptions
Problem Statement 1: Annual recruitment of onboarding 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: New staff come with various background experiences and skills.

Goal 2: Northwest ISD will recruit, value, and retain highly effective staff prepared to meet the individual needs of our students and learning community.

Performance Objective 1: Recruit

2.1 Northwest ISD will have an unwavering commitment to attract and welcome high-quality staff.

Strategy 1 Details	Reviews			
Strategy 1: Bi-monthly staff well-checks Strategy's Expected Result/Impact: High teacher retention Staff Responsible for Monitoring: Campus Administration Problem Statements: Perceptions 1	Formative			Summative
	Nov	Jan	Mar	May
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				





Performance Objective 1 Problem Statements:

Perceptions
Problem Statement 1: Annual recruitment of onboarding 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: New staff come with various background experiences and skills.

Goal 2: Northwest ISD will recruit, value, and retain highly effective staff prepared to meet the individual needs of our students and learning community.

Performance Objective 2: Value

2.2 Northwest ISD will invest in all staff through a culture of support, development, and empowerment to make a positive impact on the learning community.

Strategy 1 Details	Reviews			
Strategy 1: Staggering grade level PLC for support staff to attend. Strategy's Expected Result/Impact: Increase in student growth Staff Responsible for Monitoring: Campus Administration Support Staff Problem Statements: Demographics 1 - Student Learning 1 - School Processes & Programs 1	Formative			Summative
	Nov	Jan	Mar	May
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				





Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: Our students who receive special services are closing achievements gaps; however, students who receive only Tier 1 instruction are not making year's growth. Root Cause: Our Tier I instruction needs to address grade level content with appropriate scaffolds to meet student's needs.
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School Processes & Programs
Problem Statement 1: Our data shows students are meeting achievement goals, however, students who are on level are not making year's growth. Root Cause: Students who are on grade level need consistent progress monitoring with intentional goal setting.

Goal 2: Northwest ISD will recruit, value, and retain highly effective staff prepared to meet the individual needs of our students and learning community.

Performance Objective 3: Retain

2.3 Northwest ISD will retain highly effective staff through meaningful relationships, ongoing support, and professional growth opportunities.

Strategy 1 Details	Reviews			
Strategy 1: Design behavior framework utilizing learning from campus books study and current social-emotional practices. Strategy's Expected Result/Impact: Increase in student academic achievement and growth. Staff Responsible for Monitoring: All Staff Problem Statements: Perceptions 1	Formative			Summative
	Nov	Jan	Mar	May
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 3 Problem Statements:

Perceptions
Problem Statement 1: Annual recruitment of onboarding 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: New staff come with various background experiences and skills.

Goal 3: Northwest ISD will foster a safe environment and a culture of engagement that values the voices of all students, staff, families, and community members.

Performance Objective 1: Engagement

3.1 Northwest ISD will foster an environment of engagement with every member of our community through collaborative dialogue and partnership opportunities.

Strategy 1 Details	Reviews			
Strategy 1: Conduct monthly book study for families with campus administrators and counselor Strategy's Expected Result/Impact: Reduction of counselor and office referrals Increase in parental involvement Staff Responsible for Monitoring: Campus Administrators Counselor Problem Statements: Perceptions 1	Formative			Summative
	Nov	Jan	Mar	May
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✖</div>Discontinue</div></div>				





Performance Objective 1 Problem Statements:

Perceptions
Problem Statement 1: Annual recruitment of onboarding 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: New staff come with various background experiences and skills.

Goal 3: Northwest ISD will foster a safe environment and a culture of engagement that values the voices of all students, staff, families, and community members.

Performance Objective 2: Culture

3.2 Northwest ISD will model and instill a culture of belonging where all students, staff, families, and community voices are heard and valued.

Strategy 1 Details	Reviews			
Strategy 1: Conduct monthly office book study (Magic Kingdom) Strategy's Expected Result/Impact: Categorical increase in satisfaction from staff survey Increase in parent satisfaction Staff Responsible for Monitoring: Campus Administrators Problem Statements: Perceptions 1	Formative			Summative
	Nov	Jan	Mar	May
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 2 Problem Statements:

Perceptions
Problem Statement 1: Annual recruitment of onboarding 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: New staff come with various background experiences and skills.

Goal 3: Northwest ISD will foster a safe environment and a culture of engagement that values the voices of all students, staff, families, and community members.

Performance Objective 3: Safety

3.3 Northwest ISD will continuously improve, maintain and communicate systems of support to strengthen the physical and emotional well-being of our students, staff, and community.

Strategy 1 Details	Reviews			
Strategy 1: Implement the Watch Dog Program Strategy's Expected Result/Impact: Increase volunteer opportunities Staff Responsible for Monitoring: Campus Administrator Counselor Problem Statements: Perceptions 1	Formative			Summative
	Nov	Jan	Mar	May
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

Performance Objective 3 Problem Statements:

Perceptions
Problem Statement 1: Annual recruitment of onboarding 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: New staff come with various background experiences and skills.

Northwest Independent School District
Lizzie Curtis Elementary School
2023-2024 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.

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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
29%	19%	22%	2%	28%	38%	18%	3%	6%	9%	29%	48%	12%	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 sixth year of serving students and families in North Fort Worth. We are located in an ethnically diverse, fast growth neighborhood community. We welcomed over 180 new students this year along with 15 new teachers, 1 new counselor, and 5 new assistants to support our campus.

We serve 717 students in Pre-Kindergarten through 5th grade with an ECSE and SLC program to support special needs. Our Pre-Kindergarten classes transitioned to full day this year, and we added two additional sections of Pre-K for a total of three Pre-Kindergarten classes. We partner with a church who provides Snack Packs for Economically Disadvantaged students.

Our Economically Disadvantaged, English Learners, and At-Risk demographics continue to grow each year.

Demographics Strengths

We strive to serve our diverse population strategically and purposely to support academic and social emotional needs using a variety of resources and methods.

Social Emotional Learning: We pride ourselves on our positive, student-centered campus culture. Our teachers are deeply committed to educating and nurturing the whole child - focusing on students' social and emotional well-being while working to increase academic achievement.

- Social Emotional Learning Targets are created and distributed by our Counselor based on NISD's Competencies, grounded in CASEL. SEL Learning Targets change each week and are a topic of conversation in classrooms throughout the day
- Daily Counselor Announcements systematically support Social Emotional Learning: 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 utilizes a Behavior Framework focusing on the Core Values of Being Safe, Kind, and Responsible to communicate and teach behavioral expectations. The Core Values are directly connected to our Lizzie Curtis Creed, which we recite together daily
- A House System is used campus-wide to promote a sense of community, to reinforce and incent our Core Values, and to increase student engagement.
- Students are recognized daily on our announcements for exhibiting Core Values. These "Super Star Shout-Outs" are posted on a bulletin board outside of the Cafeteria.
- Two students per quarter are recognized as "Legendary Leaders" to honor consistent use of our Core Values

We meet students' academic needs in a variety of ways:

- English Language Learners are served through a campus-based full time English Language Interventionist

- Dyslexic students are served through two full time Reading Interventionists
- At Risk students are served through MTSS via a campus-based Interventionist and classroom teachers
- 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 ages 3-4 who have been identified with significant physical, cognitive, and/or language delays are served through our ECSE program with one special education teacher and two paraprofessionals
- Students in Kindergarten-5th grade who have significant physical, cognitive, and/or language delays are served through our SLC program with one Special Education Teacher and two Paraprofessionals
- 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 needs or suspected learning disabilities

We support our teachers' Professional Learning in a variety of ways:

- New Teacher Academies
- Toolbox Tuesdays offer differentiated, teacher-led trainings
- Ongoing Professional Learning focused on our 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): We welcomed 180 new students to Lizzie Curtis this year. Our demographics continue to change with our growth: 38% of our population is Economically Disadvantaged 29% of our population is made up of English Learners We must adapt to our students' needs and be committed to professional learning and collaboration with colleagues and families. **Root Cause:** Lizzie Curtis is located in an area of fast growth.

Problem Statement 2 (Prioritized): We have a large number of new teachers to Curtis and varying levels of experience among all staff who need to be supported in their professional learning to ensure rigorous, aligned curriculum is taking place in all classrooms at Lizzie Curtis. **Root Cause:** 15 new teachers joined the Lizzie Curtis staff this year

Student Learning

Student Learning Summary

Grade Level & Test	2022 3rd Grade Reading	2023 3rd Grade Reading	2022 3rd Grade Math	2023 3rd Grade Math	2022 4th Grade Reading	2023 4th Grade Reading	2022 4th Grade Math	2023 4th Grade Math	2022 5th Grade Reading	2023 5th Grade Reading	2022 5th Grade Math	2023 5th Grade Math	2023 5th Grade Science
% Approaches	83%	71%	82%	72%	84%	80%	70%	74%	86%	90%	65%	84%	68%

	K	1	2	3	4	5
% On/ Above Reading Level	69%	73%	75%	65%	81%	85%
% Met Growth Projection	%	%	%	%	%	%

	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	15.1	14	11.6	7	8.8	9	7.0	6
Math	15.9	16	14.0	14	12.4	11	10.9	10

Student Learning Strengths

We are closing learning gaps as reflected in cohort STAAR scores. When looking at last year's 5th grade students' data journey, the following growth was observed even in the first year of a new STAAR Testing format.

	3rd Grade	4th Grade	5th Grade
	STAAR 2021	STAAR 2022	STAAR 2023
READING	72%	84%	90%
MATH	69%	70%	84%

STAAR passing rates indicate we are making gains in student achievement post-pandemic and in a year with a new STAAR Testing format.

READING	2019	2021	2022	2023
3rd Grade	87%	72%	83%	71%
4th Grade	75%	64%	84%	80%
5th Grade	86%	89%	87%	90%
MATH	2019	2021	2022	2023
3rd Grade	86%	69%	82%	72%
4th Grade	61%	50%	70%	74%

MATH	2019	2021	2022	2023
5th Grade	87%	80%	65%	84%

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Gaps in student learning require teachers to identify where learning breaks down so they can build understanding and proficiency to move students closer to grade level expectations. **Root Cause:** Pandemic learning loss coupled with students new to Curtis coming with varying academic experiences.

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. 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 campus 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 submitted weekly in a web-based, shared folder
- Use of Learning Targets
- Use of Academic Vocabulary
- Safety Nets: MTSS, Dyslexia, ELL, 504, and Special Education
- Gifted & Talented Program
- Accelerated Math Instruction
- Grade Skipping

We strive to recruit, support, and retain highly effective personnel:

- Intentional training to acquaint teachers to campus culture 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 welcome new staff when they join our Lizzie Curtis team by introducing them to our staff and community, onboarding and induction, supporting them as they learn their new role
- The Mentor Program provides support to new teachers
- New Teacher Academy supports, curriculum, classroom management, assessment, best practices, and Northwest ISD expectations

Organizational processes in place at Lizzie Curtis include:

- Common weekly PLC times are provided for grade level and departments
- Vertical PLCs
- Master schedule ensures adequate blocks of instructional time for each grade level
- Master schedule has been reorganized to allow for students to participate in math acceleration in any grade level
- Behavior Framework

- Teachers communicate with families weekly through newsletters
- Time is allocated within our professional learning schedule for teachers to document evidence for MTSS, 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

We are proud of our recent parent and staff surveys indicating a positive culture at Lizzie Curtis. We work hard to best support our teachers; 1st and 2nd year teachers have mentors and every 3rd year teacher, along with teachers new to our Campus have a buddy.

All professional staff are highly qualified. All staff engage in professional learning to support student needs and campus goals.

Our Curtis Creed embodies how we "do business" on campus: "At Lizzie Curtis, we are Legendary Leaders. We are Safe. We are Kind. We are Responsible." We recite this creed together daily, and it drives our behavioral instruction on campus.

Teachers serve in a variety of capacities beyond classroom teaching in an effort to best support students, colleagues, campus goals, and the cultivation of positive culture on campus. The committees include:

- Instructional Leadership Team
- Behavior Framework
- Houses at Curtis
- Veteran's Day
- Multicultural Night
- Sunshine
- Toolbox Tuesday Presenter

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): New students, staff, and families join our school each year. These educational partners need learn about school and district culture, processes, and expectations. **Root Cause:** Fast growth area resulting in enrollment increases.

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 educational partners that is 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, Grandparent's Luncheon, Curriculum Night, Fall Carnival, Book Fairs, Veterans Day Celebration, Reindeer Romp, Cookies with Santa, Multicultural Night, Fundraising efforts to purchase shade structures for our playgrounds.

Perceptions Strengths

We are proud of the positive reputation we continue to maintain at Lizzie Curtis. It is a place where adults and children feel welcomed, valued, and safe.

Our most recent 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 families' feelings toward school
- Communication
- Safety
- Instruction
- Facilities

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Some parents seem to be less connected with their children's learning, their academic needs, behavioral learning, and social emotional well-being. They seem to lack the tools and time to **Root Cause:** Families are busy, and they work hard outside the home to provide for their families.

Priority Problem Statements

Problem Statement 1: We welcomed 180 new students to Lizzie Curtis this year. Our demographics continue to change with our growth: 38% of our population is Economically Disadvantaged 29% of our population is made up of English Learners We must adapt to our students' needs and be committed to professional learning and collaboration with colleagues and families.

Root Cause 1: Lizzie Curtis is located in an area of fast growth.

Problem Statement 1 Areas: Demographics

Problem Statement 2: We have a large number of new teachers to Curtis and varying levels of experience among all staff who need to be supported in their professional learning to ensure rigorous, aligned curriculum is taking place in all classrooms at Lizzie Curtis.

Root Cause 2: 15 new teachers joined the Lizzie Curtis staff this year

Problem Statement 2 Areas: Demographics

Problem Statement 3: Gaps in student learning require teachers to identify where learning breaks down so they can build understanding and proficiency to move students closer to grade level expectations.

Root Cause 3: Pandemic learning loss coupled with students new to Curtis coming with varying academic experiences.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: New students, staff, and families join our school each year. These educational partners need learn about school and district culture, processes, and expectations.

Root Cause 4: Fast growth area resulting in enrollment increases.





Problem Statement 4 Areas: School Processes & Programs

Goals

Goal 1: Northwest ISD will provide personalized learning experiences and cultivate the growth and achievement of every student.

Performance Objective 1: Literacy

1.1 Our students will annually increase literacy proficiency to reach or exceed grade-level standards.

Strategy 1 Details	Reviews			
Strategy 1: Teachers will engage students in goal-setting with actionable next steps (Problem of Practice). Strategy's Expected Result/Impact: Students' work on their goals will directly impact literacy growth. Staff Responsible for Monitoring: Teachers, Interventionists Problem Statements: Demographics 1 - Student Learning 1	Formative			Summative
	Nov	Jan	Mar	May
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				





Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: We welcomed 180 new students to Lizzie Curtis this year. Our demographics continue to change with our growth: 38% of our population is Economically Disadvantaged 29% of our population is made up of English Learners We must adapt to our students' needs and be committed to professional learning and collaboration with colleagues and families. Root Cause: Lizzie Curtis is located in an area of fast growth.
Student Learning
Problem Statement 1: Gaps in student learning require teachers to identify where learning breaks down so they can build understanding and proficiency to move students closer to grade level expectations. Root Cause: Pandemic learning loss coupled with students new to Curtis coming with varying academic experiences.

Goal 1: Northwest ISD will provide personalized learning experiences and cultivate the growth and achievement of every student.

Performance Objective 2: Academic Progress

1.2 Our students will achieve individualized academic goals to reach a year's growth or more in all content areas (Problem of Practice).

Strategy 1 Details	Reviews			
Strategy 1: Teachers will monitor student progress data (Problem of Practice). Strategy's Expected Result/Impact: Responsive teaching that promotes mastery. Problem Statements: Demographics 1 - Student Learning 1	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Teachers will provide responsive feedback to scaffold student learning by building on strenghts, clarifying misconceptions and affirming accuracy. Strategy's Expected Result/Impact: Continued student growth throughout the year. Staff Responsible for Monitoring: Teachers, Interventionists, Administrators Problem Statements: Demographics 1 - Student Learning 1	Formative			Summative
	Nov	Jan	Mar	May
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: We welcomed 180 new students to Lizzie Curtis this year. Our demographics continue to change with our growth: 38% of our population is Economically Disadvantaged 29% of our population is made up of English Learners We must adapt to our students' needs and be committed to professional learning and collaboration with colleagues and families. Root Cause: Lizzie Curtis is located in an area of fast growth.
Student Learning
Problem Statement 1: Gaps in student learning require teachers to identify where learning breaks down so they can build understanding and proficiency to move students closer to grade level expectations. Root Cause: Pandemic learning loss coupled with students new to Curtis coming with varying academic experiences.

Goal 1: Northwest ISD will provide personalized learning experiences and cultivate the growth and achievement of every student.

Performance Objective 3: College, Career, Military & Life Readiness

1.3 Our students will graduate life ready and prepared for success in career, college, or military service.

Strategy 1 Details	Reviews			
Strategy 1: Teachers will engage students in Morning Meetings that focus on developmentally relevant social-emotional and behavioral learning. Strategy's Expected Result/Impact: Equip students with important skills to navigate life at each stage of elementary school. Staff Responsible for Monitoring: Teachers, Counselor Problem Statements: Demographics 1 - Student Learning 1	Formative			Summative
	Nov	Jan	Mar	May
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>				

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Goal 2: Northwest ISD will recruit, value, and retain highly effective staff prepared to meet the individual needs of our students and learning community.

Performance Objective 1: Recruit

2.1 Northwest ISD will have an unwavering commitment to attract and welcome high-quality staff.

Strategy 1 Details	Reviews			
Strategy 1: We will induct, onboard, and support new Lizzie Curtis staff. Strategy's Expected Result/Impact: New staff will be valued and supported as they acclimate and transition in their new position. Staff Responsible for Monitoring: Administrators, Mentors, Buddies, Counselor Problem Statements: Demographics 2 - School Processes & Programs 1	Formative			Summative
	Nov	Jan	Mar	May
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				





Performance Objective 1 Problem Statements:

Demographics
Problem Statement 2: We have a large number of new teachers to Curtis and varying levels of experience among all staff who need to be supported in their professional learning to ensure rigorous, aligned curriculum is taking place in all classrooms at Lizzie Curtis. Root Cause: 15 new teachers joined the Lizzie Curtis staff this year
School Processes & Programs
Problem Statement 1: New students, staff, and families join our school each year. These educational partners need learn about school and district culture, processes, and expectations. Root Cause: Fast growth area resulting in enrollment increases.

Goal 2: Northwest ISD will recruit, value, and retain highly effective staff prepared to meet the individual needs of our students and learning community.

Performance Objective 2: Value

2.2 Northwest ISD will invest in all staff through a culture of support, development, and empowerment to make a positive impact on the learning community.

Strategy 1 Details		Reviews			
Strategy 1: Teachers will participate in focused Campus Professional Learning, Grade Level PLCs, Vertical PLCs, and Campus Committees Strategy's Expected Result/Impact: Customize professional learning to campus and staff goals. Delegate decision-making and leadership opportunities. Staff Responsible for Monitoring: ILT, Administrators Problem Statements: Demographics 2 - School Processes & Programs 1		Formative			Summative
		Nov	Jan	Mar	May
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>					





Performance Objective 2 Problem Statements:

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Goal 2: Northwest ISD will recruit, value, and retain highly effective staff prepared to meet the individual needs of our students and learning community.

Performance Objective 3: Retain

2.3 Northwest ISD will retain highly effective staff through meaningful relationships, ongoing support, and professional growth opportunities.

Strategy 1 Details	Reviews			
Strategy 1: Sunshine Committee will plan staff potlucks, "Pay Day Buffet", alternated with Optional Staff Outings every month. Strategy's Expected Result/Impact: Build relationships among staff Staff Responsible for Monitoring: Sunshine Committee, Administrators Problem Statements: School Processes & Programs 1	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: We will implement "Toolbox Tuesday" trainings that cover relevant, timely topics for teachers new to Curtis and any others who want to attend. Toolbox Tuesdays will be led by campus teacher leaders. Strategy's Expected Result/Impact: Ongoing support for new teachers and delegated leadership opportunities for teacher leaders. Problem Statements: Demographics 1, 2 - Student Learning 1 - School Processes & Programs 1	Formative			Summative
	Nov	Jan	Mar	May
Strategy 3 Details	Reviews			
Strategy 3: Provide additional opportunities for teachers' professional growth through Leadership Pathways, Behavior Framework, and Instructional Leadership Team. Strategy's Expected Result/Impact: Professional growth and leadership development Staff Responsible for Monitoring: Administrators Problem Statements: Student Learning 1	Formative			Summative
	Nov	Jan	Mar	May
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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Student Learning

Problem Statement 1: Gaps in student learning require teachers to identify where learning breaks down so they can build understanding and proficiency to move students closer to grade level expectations. **Root Cause:** Pandemic learning loss coupled with students new to Curtis coming with varying academic experiences.





School Processes & Programs

Problem Statement 1: New students, staff, and families join our school each year. These educational partners need learn about school and district culture, processes, and expectations. **Root Cause:** Fast growth area resulting in enrollment increases.

Goal 3: Northwest ISD will foster a safe environment and a culture of engagement that values the voices of all students, staff, families, and community members.

Performance Objective 1: Engagement

3.1 Northwest ISD will foster an environment of engagement with every member of our community through collaborative dialogue and partnership opportunities.

Strategy 1 Details	Reviews			
Strategy 1: Campus-wide use of Parent Square to communicate with families Strategy's Expected Result/Impact: Translation feature will lead to increased dialogue and partnership with families who speak languages other than English. Problem Statements: Demographics 1 - School Processes & Programs 1	Formative			Summative
	Nov	Jan	Mar	May
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				





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Performance Objective 2: Culture

3.2 Northwest ISD will model and instill a culture of belonging where all students, staff, families, and community voices are heard and valued.

Strategy 1 Details	Reviews			
Strategy 1: We will implement campus-wide weekly assemblies, "The Spirit of Lizzie Curtis" where families of students being recognized for the Legendary Leader award are invited to attend Strategy's Expected Result/Impact: Increased school spirit and sense of belonging with students and families. Problem Statements: School Processes & Programs 1	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: We will provide opportunities for the Lizzie Curtis community to participate in school events - such as Veterans Day Celebration and Multicultural Night. Strategy's Expected Result/Impact: Engage our community, honor and appreciate our Lizzie Curtis military members, learn about and honor cultures Staff Responsible for Monitoring: Teachers, Administrators Problem Statements: School Processes & Programs 1	Formative			Summative
	Nov	Jan	Mar	May
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				





Performance Objective 2 Problem Statements:

School Processes & Programs
Problem Statement 1: New students, staff, and families join our school each year. These educational partners need learn about school and district culture, processes, and expectations. Root Cause: Fast growth area resulting in enrollment increases.

Goal 3: Northwest ISD will foster a safe environment and a culture of engagement that values the voices of all students, staff, families, and community members.

Performance Objective 3: Safety

3.3 Northwest ISD will continuously improve, maintain and communicate systems of support to strengthen the physical and emotional well-being of our students, staff, and community.

Strategy 1 Details		Reviews			
Strategy 1: Teachers will call each family within the first quarter of school to share something positive about their child. Teachers will call, email, or message families each of the following three quarters of school to report on something positive their child is doing - academically, socially, and/or behaviorally. Strategy's Expected Result/Impact: Build rapport and relationship with families to pave the way for partnership that supports student growth. Problem Statements: Demographics 1 - Student Learning 1 - School Processes & Programs 1		Formative			Summative
		Nov	Jan	Mar	May
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>					

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Northwest Independent School District
Daniel Elementary School
2023-2024 Campus Improvement Plan

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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
32%	5%	3%	1%	10%	2 %	7%	5 %	5 %	14%	9%	12 %	5%	0

Johnnie Daniel Elementary currently has 397 students enrolled.

Current Classrooms:

3-Pre-K classes

4-Kindergarten classes

4-First grade classes

4-Second grade classes

4-Third grade classes

3-Fourth grade classes

3-Fifth grade classes

1-Early Childhood Special Education class

1-SEAC specialized class

1-PACEE specialized class

1-MTSS/ESL interventionist

1.5-Dyslexia interventionists

2-special education resource teachers

The campus serves students through our MTA, EB, special education, and 504 programs.

Demographics Strengths

- As a new campus in a fast-growth community, our campus is able to start the year with lower student-to-teacher ratios.
- The students that attend our campus live in Pecan Square or Highlands of Northlake neighborhoods so our mobility rate is low.
- 98% of the teachers at Johnie Daniel Elementary have multiple years experience as an educator.
- 100% of the teachers at Johnie Daniel Elementary are highly qualified.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Johnie Daniel Elementary is starting at about 400 students and is predicted to be at 850 students by the end of the 2024-2025 school year, so campus systems need to be developed and able to withstand a huge influx of students in a small window of time. **Root Cause:** Pecan Square is a fast-growth community developed by Hillwood which is one of the strongest developers in America.

Student Learning

Student Learning Summary

Daniel Elementary opened in August 2023. All of the student learning data for the group of Daniel students is pulled from assessments provided at Lance Thompson Elementary.

Literacy (Lance):
EOY DRA2 On/Above Level:

- K- 77.61%
- 1- 77.85%
- 2-85.07%
- 3- 84.85%
- 4-88.07% avg DRA 49
- 5- 89.29%

STAAR Data

3rd ELA

STAAR 2023			Additional STAAR Projections		
Likely Did Not Pass	Likely Passed	Zone of Uncertainty	STAAR Interim	2023 EOY DRA	2023 EOY MAPs
2%	91%	7%		84.85	62.34

4th ELA

STAAR 2023			Additional STAAR Projections		
Likely Did Not Pass	Likely Passed	Zone of Uncertainty	STAAR Interim	2023 EOY DRA	2023 EOY MAPs
5%	89%	5%		88.07	53.08

3rd Math

STAAR 2023			Additional STAAR Projections		
Likely Did Not Pass	Likely Passed	Zone of Uncertainty	STAAR Interim	2023 EOY DRA	2023 EOY MAPs
5%	77%	19%		84.85	64.5

4th Math

STAAR 2023			Additional STAAR Projections		
Likely Did Not Pass	Likely Passed	Zone of Uncertainty	STAAR Interim	2023 EOY DRA	2023 EOY MAPs
5%	66%	29%		88.07	57.54

Student Learning Strengths

Grades 2-5 students are performing on/above grade level DRA (85%)

- EOY average DRA scores were at a 49.03, which is above average for 4th grade EOY when compared to district data.
- STAAR 3rd and 4th-scored 98% and 94% respectively

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Daniel Elementary needs a progress monitoring tool that tracks academic growth at consistent intervals throughout the school year and utilizes a goal-setting protocol with each individual child. **Root Cause:** According to the student learning data, students met the grade-level academic expectations and Daniel needs to ensure that students make a year's growth and exceed the grade level expectation.

School Processes & Programs

School Processes & Programs Summary

- Daniel Elementary utilizes the Texas Essential of Knowledge and Skills (TEKS) and the district scope & sequence for daily instruction. Student learning data drives the specific instructional strategies implemented in each classroom.
- District math, literacy, and technology coaches partner with our campus to provide instructional support to our staff and students.
- MicroLabs is a professional development strategy that is used with our district coaches and staff where instruction is modeled, then teachers and campus admin practice using the instructional strategies with students in the classrooms while being observed by the other educators so that each strategy is observed and practiced multiple times to deepen the learning.
- Walkthrough Wednesdays is a professional development tool where teachers learn from one another and teachers have ownership of the strategies they want to learn from one another.
- Professional development is differentiated based on the needs of each teacher. For example, on Thursday afternoons, some teachers will collaborate on how best to serve students with dyslexia led by an MTA specialist, while other teachers may be focused on how to support student behavior needs led by a district behavior coach, while 3-5 math teachers would be reviewing math journals from a variety of students from each grade level to lift up strengths, alignment or misalignment. The goal is to hone our craft as educators by lifting up the strengths of staff and building capacity in other staff members.
- Daniel Elementary has an instructional leadership team (ILT) and an operational leadership team (OLT) where every grade level and specialized team is represented so that all voices are heard. Decisions are made in a collaborative manner with notes taken at all meetings that are shared with all staff members for transparency. Feedback is crucial from staff and used to drive future agendas.
- The master schedule is designed to support our accelerated math students because they need to have math at the same time due to an off-campus math teacher. 2nd-5th grade have math at the same time. PAW time is an intervention period of time that is embedded daily into the master schedule to allow for teachers to work on Tier II instructional supports for students. The master schedule also provides a balance of work periods of time and activity throughout the day.

School Processes & Programs Strengths

- PLCs are crucial to our campus culture and are held every Tuesday. We have a campus PLC planning guide that is used for consistency across the campus.
- Communication across the campus is critical. Each grade level has a website that is linked in the campus newsletter to families. A campus newsletter is sent every Monday by the principal with the grade level links at the top of the newsletter. The newsletter has all of the campus's upcoming events, PTA updates, counselor updates, nurse updates, grade-level events, sign-ups, curriculum updates, etc. Every Tuesday, a "Newsday Tuesday" folder is sent home with student goals and graded work. This is when PTA and other flyers are sent.
- Classroom walkthroughs occur weekly so that teachers are receiving consistent feedback celebrating "Glows" and honing our craft with "Grows" The technology coach helped our campus with developing a Google form for walkthroughs that aligned with our campus PoP and scope & sequence focus areas.
- Our campus has developed a campus behavior framework after training sessions with Emergent Tree with the expectations of "Be Safe, Be Respectful. Be Responsible." with descriptions of each. Modeling is used to help students and staff understand the expectations. This is a work in progress.
- We have an assembly every Friday from 7:40-8:00 to celebrate grade levels and students that make great choices that align with the campus expectations. We also celebrate student and staff birthdays to build a positive culture. We use this time to celebrate special events and special guests.
- At the end of September, we are rolling out our campus families. We will have a Positive Family, a Hardworking Family, and a Loyal Family which align with the Johnnie Daniel character traits. It is set up like a house system, but we call them families because the students are part of the same family from pre-k through 5th grade. We have celebrations once a 9 weeks to lift up each family for great behavior choices, community projects, academic celebrations, etc.
- We have many extracurricular activities for our students. Some of them include Leadership Club for our 5th graders, North Texas Choir for our students to participate in this DFW program, campus choir, service learning projects, art club, running club, etc. Our first service learning project is "Dogs Helping Dogs" as we raise awareness and items for the Apollo Dog Shelter.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Daniel Elementary is working to develop traditions and a campus culture. **Root Cause:** Daniel Elementary is a new campus with staff, students, and families joining together with different traditions and experiences.

Perceptions

Perceptions Summary

Johnnie Daniel Elementary is a new campus supported by an incredible staff, students, families, and community.

- Parents have participated in Google surveys that were sent to them in the summer requesting their input. We have about 400 students and 278 families completed the surveys.
- During the summer, the Daniel staff participated in a 4th of July parade at Pecan Square as a way to meet families in our community.
- The PTA hosted a booth at the July 4th celebration where the staff joined to hand out wooden paws that families took pictures with to post on our campus social media to share where they traveled and what they did over the summer.
- Our social media is utilized to introduce staff, events, and have parents share what they have enjoyed the most about Daniel Elementary. Posts are made multiple times per week to share the Daniel Dog story
- 98% of the staff has teaching experience
 - 100% of teachers are highly qualified
- Teachers are leaders and have opportunities to serve on ILT, OLT, PBIS, Sunshine and other committees on campus and the district.
- Every teacher's voice matters.
- Every child's voice matters.
- We believe that ALL kids can learn and that we are here to serve our students, families, and community.

Perceptions Strengths

- We have a strong PTA executive board that is highly active and advocates for ALL students led by Rebekah Baus as president.
- We have a strong Watch D.O.G.S. program led by Gabe Rios.
- We had over 100 members present for the first general PTA meeting on September 12, 2023.
- Pecan Square has partnered with our campus and has helped us develop a unique culture with events such as "First Day of School Walk", "Back to School Bash", and "Meet & Greet the New Principal" event
- Hillwood has been an amazing partner that purchased new t-shirts for every student so they could wear them on the first day of school for our walk together. They also purchased our dog mascot and are willing to partner with us to support the students.
- Valley Creek Church has adopted our school and we will be served in the spring by their team by helping with our raised gardens for a student gardening club and items for the school.
- Northlake Businesses and community partners have been amazing with the support for our campus through lounge donations, teacher breakfast, coffee, etc.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Johnnie Daniel Elementary is working on developing relationships with students, staff, parents, and the community to better understand their perceptions and continue to develop a positive culture for learning and working. **Root Cause:** Daniel Elementary is a new campus with staff, students, and families joining together with different traditions and experiences.

Priority Problem Statements

Problem Statement 1: Johnnie Daniel Elementary is starting at about 400 students and is predicted to be at 850 students by the end of the 2024-2025 school year, so campus systems need to be developed and able to withstand a huge influx of students in a small window of time.

Root Cause 1: Pecan Square is a fast-growth community developed by Hillwood which is one of the strongest developers in America.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Daniel Elementary needs a progress monitoring tool that tracks academic growth at consistent intervals throughout the school year and utilizes a goal-setting protocol with each individual child.

Root Cause 2: According to the student learning data, students met the grade-level academic expectations and Daniel needs to ensure that students make a year's growth and exceed the grade level expectation.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Daniel Elementary is working to develop traditions and a campus culture.

Root Cause 3: Daniel Elementary is a new campus with staff, students, and families joining together with different traditions and experiences.

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: Johnnie Daniel Elementary is working on developing relationships with students, staff, parents, and the community to better understand their perceptions and continue to develop a positive culture for learning and working.

Root Cause 4: Daniel Elementary is a new campus with staff, students, and families joining together with different traditions and experiences.





Problem Statement 4 Areas: Perceptions

Goals

Goal 1: Northwest ISD will provide personalized learning experiences and cultivate the growth and achievement of every student.

Performance Objective 1: Literacy

1.1 Our students will annually increase literacy proficiency to reach or exceed grade-level standards.

Strategy 1 Details	Reviews			
Strategy 1: Johnnie Daniel Elementary educators will set literacy goals with 97% of the K-5 students to meet or exceed all grade-level standards using one-on-one conferences and visible goal-setting strategies that are tracked consistently across the campus. Strategy's Expected Result/Impact: 97% of the K-5 students will be able to articulate their literacy goal and explain the necessary steps to achieve his/her literacy goal. Staff Responsible for Monitoring: Classroom teachers, MTSS support, ESL support staff, MTA teachers, special education teachers, and campus administration TEA Priorities: Build a foundation of reading and math Problem Statements: Student Learning 1	Formative			Summative
	Nov	Jan	Mar	May
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				





Performance Objective 1 Problem Statements:

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Goal 1: Northwest ISD will provide personalized learning experiences and cultivate the growth and achievement of every student.

Performance Objective 2: Academic Progress

1.2 Our students will achieve individualized academic goals to reach a year's growth or more in all content areas.

Strategy 1 Details		Reviews			
Strategy 1: Johnie Daniel Elementary educators will set goals in all content areas with 100% of the students to meet or exceed all grade-level standards using one-on-one conferences and visible goal-setting strategies that are tracked consistently across the campus. Strategy's Expected Result/Impact: 100% of the students will be able to articulate their goal for literacy, math, science, and social studies. Students will be able to explain the necessary steps to achieve his/her literacy goal. Staff Responsible for Monitoring: Classroom teachers, MTSS support, ESL support staff, MTA teachers, special education teachers, and campus administration Problem Statements: Student Learning 1		Formative			Summative
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Goal 1: Northwest ISD will provide personalized learning experiences and cultivate the growth and achievement of every student.

Performance Objective 3: College, Career, Military & Life Readiness

1.3 Our students will graduate life ready and prepared for success in career, college, or military service.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
Strategy 1: Johnie Daniel Elementary will provide a strong foundation for students to meet or exceed academic/social-emotional skills allowing every child to be prepared for opportunities in multiple career, college or military service fields. Strategy's Expected Result/Impact: When students leave Johnie Daniel Elementary, 100% of the students will be prepared to meet the expectations for middle school and high school in Northwest ISD, thus preparing them to be life ready post-graduation. Staff Responsible for Monitoring: NISD staff Problem Statements: Demographics 1 - Student Learning 1 - Perceptions 1				
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>				





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Goal 2: Northwest ISD will recruit, value, and retain highly effective staff prepared to meet the individual needs of our students and learning community.

Performance Objective 1: Recruit

2.1 Northwest ISD will have an unwavering commitment to attract and welcome high-quality staff.

Strategy 1 Details	Reviews			
Strategy 1: Johnie Daniel Elementary will recruit highly qualified educators to serve the students in every classroom by utilizing the talents of the current staff to attract more highly qualified staff. Strategy's Expected Result/Impact: If the current staff feels supported and their talents utilized to meet the needs of students, then the current staff will communicate with other highly qualified teachers, recent graduates from colleges, and community members that Johnie Daniel is a great place to work. Problem Statements: Perceptions 1	Formative			Summative
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Performance Objective 1 Problem Statements:

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Goal 2: Northwest ISD will recruit, value, and retain highly effective staff prepared to meet the individual needs of our students and learning community.

Performance Objective 2: Value

2.2 Northwest ISD will invest in all staff through a culture of support, development, and empowerment to make a positive impact on the learning community.

Strategy 1 Details	Reviews			
Strategy 1: Johnie Daniel Elementary will develop a culture of support where teachers have a voice and provide differentiated professional development opportunities to build capacity in each staff member. Strategy's Expected Result/Impact: Educators will want to stay at Johnie Daniel Elementary and Northwest ISD because they feel valued and can hone their craft to improve student achievement. Problem Statements: Demographics 1 - School Processes & Programs 1 - Perceptions 1	Formative			Summative
	Nov	Jan	Mar	May
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>				





Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: Johnie Daniel Elementary is starting at about 400 students and is predicted to be at 850 students by the end of the 2024-2025 school year, so campus systems need to be developed and able to withstand a huge influx of students in a small window of time. Root Cause: Pecan Square is a fast-growth community developed by Hillwood which is one of the strongest developers in America.
School Processes & Programs
Problem Statement 1: Daniel Elementary is working to develop traditions and a campus culture. Root Cause: Daniel Elementary is a new campus with staff, students, and families joining together with different traditions and experiences.
Perceptions
Problem Statement 1: Johnie Daniel Elementary is working on developing relationships with students, staff, parents, and the community to better understand their perceptions and continue to develop a positive culture for learning and working. Root Cause: Daniel Elementary is a new campus with staff, students, and families joining together with different traditions and experiences.

Goal 2: Northwest ISD will recruit, value, and retain highly effective staff prepared to meet the individual needs of our students and learning community.

Performance Objective 3: Retain

2.3 Northwest ISD will retain highly effective staff through meaningful relationships, ongoing support, and professional growth opportunities.

Strategy 1 Details		Reviews			
Strategy 1: Johnie Daniel Elementary will provide opportunities for distributed leadership through ILT/OLT/campus committees, build meaningful relationships with all stakeholders, provide coaching and support to teachers, and design differentiated professional development opportunities for teachers. Strategy's Expected Result/Impact: If educators feel supported and valued, then they will want to continue to be a teacher at Johnie Daniel Elementary and Northwest ISD. Problem Statements: Demographics 1 - School Processes & Programs 1 - Perceptions 1		Formative			Summative
		Nov	Jan	Mar	May
 No Progress		 Accomplished		 Continue/Modify	
		 Discontinue			





Performance Objective 3 Problem Statements:

Demographics
Problem Statement 1: Johnie Daniel Elementary is starting at about 400 students and is predicted to be at 850 students by the end of the 2024-2025 school year, so campus systems need to be developed and able to withstand a huge influx of students in a small window of time. Root Cause: Pecan Square is a fast-growth community developed by Hillwood which is one of the strongest developers in America.
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Goal 3: Northwest ISD will foster a safe environment and a culture of engagement that values the voices of all students, staff, families, and community members.

Performance Objective 1: Engagement

3.1 Northwest ISD will foster an environment of engagement with every member of our community through collaborative dialogue and partnership opportunities.

Strategy 1 Details	Reviews			
Strategy 1: Johnie Daniel Elementary will provide consistent communication with stakeholders about opportunities to partner with the campus through volunteering, serving on a panel or a committee with the intent to streamline current practices, or supporting the campus. Strategy's Expected Result/Impact: All stakeholders will feel they have a system for sharing their voices on a variety of topics. Stakeholders will want to partner with Johnie Daniel because they feel valued. Problem Statements: School Processes & Programs 1 - Perceptions 1	Formative			Summative
	Nov	Jan	Mar	May
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				





Performance Objective 1 Problem Statements:

School Processes & Programs	
Problem Statement 1: Daniel Elementary is working to develop traditions and a campus culture. Root Cause: Daniel Elementary is a new campus with staff, students, and families joining together with different traditions and experiences.	
Perceptions	
Problem Statement 1: Johnie Daniel Elementary is working on developing relationships with students, staff, parents, and the community to better understand their perceptions and continue to develop a positive culture for learning and working. Root Cause: Daniel Elementary is a new campus with staff, students, and families joining together with different traditions and experiences.	

Goal 3: Northwest ISD will foster a safe environment and a culture of engagement that values the voices of all students, staff, families, and community members.

Performance Objective 2: Culture

3.2 Northwest ISD will model and instill a culture of belonging where all students, staff, families, and community voices are heard and valued.

Strategy 1 Details	Reviews			
Strategy 1: Johnie Daniel Elementary will provide opportunities for students, parents, staff, and community voices to be shared through the use of surveys, committees, curated social media platforms, and advisory panels. Strategy's Expected Result/Impact: All stakeholders will feel they have a system for sharing their voices on a variety of topics. Problem Statements: School Processes & Programs 1 - Perceptions 1	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Johnie Daniel Elementary strives to develop a positive culture by hosting weekly assemblies that celebrate students and staff, hosting Morning Meetings Monday-Thursday from 7:40-8:00 am, and providing consistent expectations for students/staff/parents across the campus. Strategy's Expected Result/Impact: Students, staff, and families feel valued Problem Statements: Demographics 1 - School Processes & Programs 1 - Perceptions 1	Formative			Summative
	Nov	Jan	Mar	May
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 2 Problem Statements:

Demographics
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School Processes & Programs
Problem Statement 1: Daniel Elementary is working to develop traditions and a campus culture. Root Cause: Daniel Elementary is a new campus with staff, students, and families joining together with different traditions and experiences.





Perceptions

Problem Statement 1: Johnie Daniel Elementary is working on developing relationships with students, staff, parents, and the community to better understand their perceptions and continue to develop a positive culture for learning and working. **Root Cause:** Daniel Elementary is a new campus with staff, students, and families joining together with different traditions and experiences.

Goal 3: Northwest ISD will foster a safe environment and a culture of engagement that values the voices of all students, staff, families, and community members.

Performance Objective 3: Safety

3.3 Northwest ISD will continuously improve, maintain and communicate systems of support to strengthen the physical and emotional well-being of our students, staff, and community.

Strategy 1 Details	Reviews			
Strategy 1: Johnie Daniel Elementary will provide a weekly campus newsletter to our families with information about academic, physical, and emotional well-being support for students, staff, and community. Campus and District training opportunities for families will be included in this communication as well. Strategy's Expected Result/Impact: Families will learn about campus and district trainings, opportunities, surveys, etc. that better support their children. Problem Statements: Demographics 1 - School Processes & Programs 1 - Perceptions 1	Formative			Summative
	Nov	Jan	Mar	May
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 1: Johnie Daniel Elementary is starting at about 400 students and is predicted to be at 850 students by the end of the 2024-2025 school year, so campus systems need to be developed and able to withstand a huge influx of students in a small window of time. Root Cause: Pecan Square is a fast-growth community developed by Hillwood which is one of the strongest developers in America.
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Northwest Independent School District
Granger Elementary School
2023-2024 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	EB	At-Risk		Homeless
60.0%	20%	10%	2 %	5%	23%	16%	5 %	6 %	13%	9%	25 %	10%	0

Kay Granger Elementary School employs 55 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 725 students with a student to teacher ratio of 22-1. The special education department has 4 teachers. Kay Granger Elementary School also employs 7 educational paraprofessionals. 100% of teachers are highly qualified

Student Learning Section:

Grade Level & Test	2022 3rd Grade Reading	2023 3rd Grade Reading	2022 3rd Grade Math	2023 3rd Grade Math	2022 4th Grade Reading	2023 4th Grade Reading	2022 4th Grade Math	2023 4th Grade Math	2022 5th Grade Reading	2023 5th Grade Reading	2022 5th Grade Math	2023 5th Grade Math	2023 5th Grade Science
% Approaches	92%	90%	85%	90%	91%	93%	75%	79%	93%	94%	88%	91%	83%

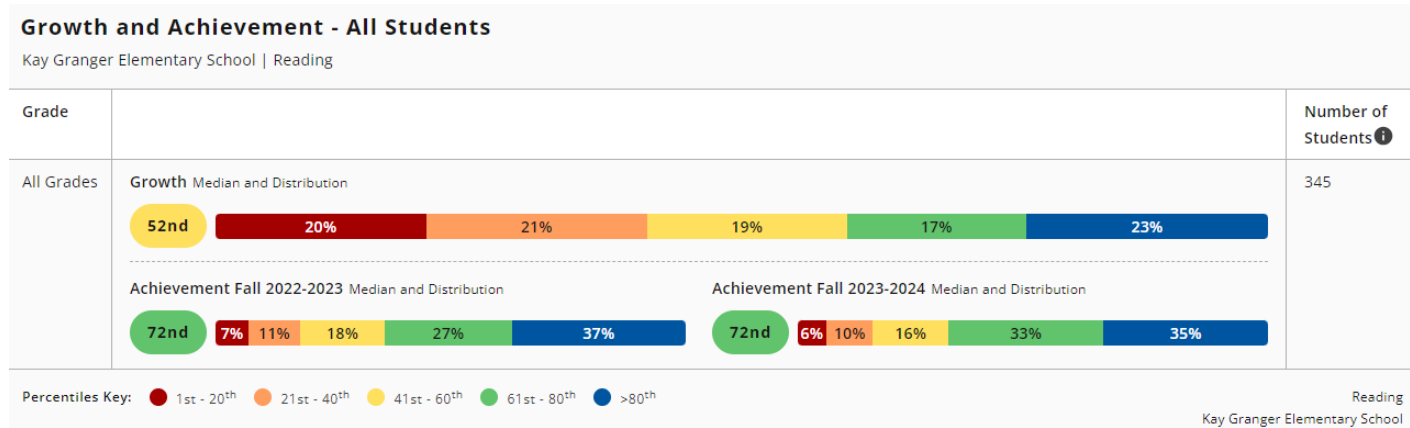
STAAR Results for 22 and 23 show we are trending upward in student achievement. The only area that we dropped was in third grade reading.

(DRA Data)

	K	1	2	3	4	5
% On/Above Reading Level	73%	75%	77%	80%	86%	89%
% Met Growth Projection	78%	85%	86%	87%	80%	88%

(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	15	14	11	13	9	9	7	7
Math	16	13	14	16	12	11	11	9



MAP reading data shows that our 22-23 BOY achievement is consistent with our 23-24 achievement.

Demographics Strengths

Demographic Strengths:

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

District provided support of an Instructional Technology Coach, an ELA coach, a math coach, an EB interventionist, 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 four Intervention Specialists on campus. We will continue to have this support for the 2023-2024 school year plus the addition of a part time EB specialist. Two of our intervention teachers will only work with our dyslexic students, and one is designated for our MTSS Tier 3.

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

Problem Statements Identifying Demographics Needs

Problem Statement 1: Behavior issues are increasing and younger students are coming in lacking social skills. **Root Cause:** We (families, schools) cannot control access to information by the young and recognize that once existing boundaries no longer exist. Children are spending less time engaging in human interaction with family and friends.

Problem Statement 2: Our number of economically disadvantaged students has increased from 13% to 23% in one year. **Root Cause:** Families are joining households due to the cost of living increase. Student mobility rate has increased in the last three years.

Problem Statement 3: 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 4: The state accountability system (STAAR) is a one shot, high stakes assessment that causes students high levels of anxiety. Parents are confused by what it is their student is truly mastering or lacking when looking at the results from the state assessments. Teacher have lost trust in this accountability system. **Root Cause:** Students and schools are rated by one state assessment. Students become expert test takers, but can not apply this knowledge in other settings. For assessments to be of any value they must be on-going throughout the year to identify students strengths and weaknesses.

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.

2023 TEA STAAR Accountability Rating- Kay Granger Elementary - unknown at this time.

2022-2023 STAAR Data- 92% passed the reading 87% passed the math, and 83% on the Science STAAR. Based on our historical data, our students are performing higher than the past two years in almost all areas. When compared to the district, our students consistently perform at a higher level.

As noted in our STAAR data, we are noticing a downward trend in the performance of 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 increased the percentage of students making a year's worth of growth from 68% in 2022 to 73% in 2023. First grade also increased the percentage of students demonstrating a year's worth of growth from 68% in 2022 to 75% in 2023.*

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 data helps 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*

This year we will continue to 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:

Our special education students in third, fourth, and fifth grade increased their reading proficiency according to our iready data. According to our iready reading data 100% of our students met a year's worth of growth in reading and 50% grew more than a year. The good news is we seem to be remaining fairly consistent with our scores and there are some signs of the achievement gap closing.

Students are meeting individual reading and math goals tracked by formative assessments in each content area.

Students are passing the STAAR reading test with a 90% passing rate.

Students are receiving phonics instruction at a deeper level in kindergarten and first grade which is transferring into student growth in reading and writing.

Academic discourse in the classroom has increased as a result of the usage of the depth and complexity icons that are utilized in grades K-5.

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 sixth year of Depth & Complexity implementation. 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 five 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 four years ago and the point system is being redesigned to reinforce positive behavior this school year.

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 classroom 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.

Behavior Support Team- district provided training to address behavioral needs in the classroom which resulted in a campus behavior matrix. Professional development is delivered to the staff by the team of teachers that attend the district training.

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 weighing 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 opportunities for parents to volunteer at the school: PTA, WATCH D.O.G. Dads, MOMS (Moms on a Mission, tutors, library, Winter Fest, Turkey Trot, 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 three time recipient of the National School of Character award 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.

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 receive weekly emails from classroom teacher, weekly reminders from the school, and monthly newsletters from the campus. We have strong and positive social media presence.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: We are seeing an increase in office referrals due to verbal and physical aggression across the campus, but the majority of these misbehaviors are stemming from our kindergarten students. **Root Cause:** .Students are displaying negative behaviors due to not being exposed to social interactions with peers or experiencing trauma at home.

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 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

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 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 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 weighing heavy on educators.

Problem Statement 5 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
- 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 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 13, 2023

Goal 1: Northwest ISD will provide personalized learning experiences and cultivate the growth and achievement of every student.

Performance Objective 1: Literacy





1.1 Our students will annually increase literacy proficiency to reach or exceed grade-level standards.

Strategy 1 Details	Reviews			
Strategy 1: Professional Learning Community meetings bi-weekly to look collaboratively at how to address student needs as reflected by the reading assessment data. Staff Responsible for Monitoring: Campus Administration, Content Teachers, and Specialists	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Dyslexia teachers will work with classroom teachers during PLCs and planning to assist teachers in implementing phonics lessons. Classroom walks will focus on watching a MTA lesson. Strategy's Expected Result/Impact: Students need direct, explicit instruction in phonics and foundational skills in order to become proficient readers. Staff Responsible for Monitoring: Dyslexia Teachers- Laurin Mosty and Katie Neal MTSS Interventionist- Maria Ottman Admin- Michelle McAdams and Erin Johnson	Formative			Summative
	Nov	Jan	Mar	May
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 1: Northwest ISD will provide personalized learning experiences and cultivate the growth and achievement of every student.

Performance Objective 2: Academic Progress





1.2 Our students will achieve individualized academic goals to reach a year's growth or more in all content areas.

Strategy 1 Details	Reviews			
Strategy 1: Continue to focus on utilizing the NISD instructional framework with a focus on learning targets, small group instruction, and planning tier one instruction. Teachers will submit monthly progress monitoring reports in Google classroom. Strategy's Expected Result/Impact: All students will make growth and 85% of KGE students will make at least one year's growth as measured by MAP, reading diagnostics, CBAs, and STAAR. Staff Responsible for Monitoring: ILT, Interventionists, and Campus Administration	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Students will set individual goals where they will confer with teachers, track their goals, monitor their progress, and reevaluate as needed. Teachers will give relevant and timely feedback to students on a consistent basis to help guide their learning and mastery of goals. Strategy's Expected Result/Impact: If teachers give feedback to students consistently to help guide their learning then we will see students make a year's worth of growth in all content areas.	Formative			Summative
	Nov	Jan	Mar	May
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 1: Northwest ISD will provide personalized learning experiences and cultivate the growth and achievement of every student.

Performance Objective 3: College, Career, Military & Life Readiness





1.3 Our students will graduate life ready and prepared for success in career, college, or military service.

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: Continue implementing the Granger Essentials, Granger House System, and character-building to align with the district's imperative on SEL learning. We will utilize the tools from the Emergent Tree training and Dan St. Romain to align our Wrangler Way expectations. 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
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 2: Northwest ISD will recruit, value, and retain highly effective staff prepared to meet the individual needs of our students and learning community.

Performance Objective 1: Recruit





2.1 Northwest ISD will have an unwavering commitment to attract and welcome high-quality staff.

Strategy 1 Details	Reviews			
Strategy 1: Implement a super teacher monthly luncheon for teachers who lead PD, PLCs, or staff meetings. We must celebrate what we expect and develop teachers leaders. Continue to celebrate accomplishments of staff during faculty meetings and PLCs. Strategy's Expected Result/Impact: When teachers see that they are valued , appreciated, and know that their voice matters then they will be happier in the work place. Student performance also increases when you have a staff that is able to function at their highest capacity because they feel safe. Staff Responsible for Monitoring: Admin team ILT	Formative			Summative
	Nov	Jan	Mar	May
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 2: Northwest ISD will recruit, value, and retain highly effective staff prepared to meet the individual needs of our students and learning community.

Performance Objective 2: Value





2.2 Northwest ISD will invest in all staff through a culture of support, development, and empowerment to make a positive impact on the learning community.

Strategy 1 Details	Reviews			
Strategy 1: Teachers at Granger Elementary will take an active role in their own professional growth by selecting professional development based on individual TTESS goals. Being able to choose their own learning builds self efficacy and results in a positive school culture and climate. In order to promote a culture of collective efficacy, our teachers will lead PD on campus to share their new learning and to help others grow in their own teaching. Teachers also meet in Professional Learning Communities consistently to support and collaborate with all stakeholders. Strategy's Expected Result/Impact: This will ensure retention of highly motivated staff members.	Formative			Summative
	Nov	Jan	Mar	May
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 2: Northwest ISD will recruit, value, and retain highly effective staff prepared to meet the individual needs of our students and learning community.

Performance Objective 3: Retain





2.3 Northwest ISD will retain highly effective staff through meaningful relationships, ongoing support, and professional growth opportunities.

Strategy 1 Details	Reviews			
Strategy 1: This year's theme of four houses, one family helps staff develop meaningful relationships with one another. We have organized monthly social events for staff to foster personal relationships outside of school. Strategy's Expected Result/Impact: When staff feel like part of a family they feel connected on a broader level. People don't leave places where they feel like they are a part of a tight community. Staff Responsible for Monitoring: All staff	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: We have developed a behavior support team with representative from each team on campus. This team is receiving district level training from Emergent Tree. This will give us tools to implement a campus wide behavior framework	Formative			Summative
	Nov	Jan	Mar	May
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 3: Northwest ISD will foster a safe environment and a culture of engagement that values the voices of all students, staff, families, and community members.

Performance Objective 1: Engagement





3.1 Northwest ISD will foster an environment of engagement with every member of our community through collaborative dialogue and partnership opportunities.

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. Strategy's Expected Result/Impact: Parent enrollment in PTA, volunteer hours, attendance of parents and community members at events Staff Responsible for Monitoring: Admin Team Counselor Staff	Formative			Summative
	Nov	Jan	Mar	May
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 3: Northwest ISD will foster a safe environment and a culture of engagement that values the voices of all students, staff, families, and community members.

Performance Objective 2: Culture





3.2 Northwest ISD will model and instill a culture of belonging where all students, staff, families, and community voices are heard and valued.

Strategy 1 Details	Reviews			
Strategy 1: KGE will continue to partner with our Instructional Technology coach and the NISD technology department as we continue to work with families to navigate the digital world our children are sometimes navigating alone. Parents are given tools that help them have conversations at the table, lessons on digital citizenship. We will offer an incentive to those that complete the family challenges. They will be invited to a dinner and given a book to help them navigate technology with their young children. Strategy's Expected Result/Impact: We hope that opening up conversations with our family will help them understand the importance and seriousness of monitoring their child's technology at home.	Formative			Summative
	Nov	Jan	Mar	May
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 3: Northwest ISD will foster a safe environment and a culture of engagement that values the voices of all students, staff, families, and community members.

Performance Objective 3: Safety

3.3 Northwest ISD will continuously improve, maintain and communicate systems of support to strengthen the physical and emotional well-being of our students, staff, and community.

Strategy 1 Details	Reviews			
Strategy 1: We will continue to strengthen our Watch Dog Dad program, our Moms on a Mission, and start our Senior Mentor Program which supports our staff, students, and community. Strategy's Expected Result/Impact: Building a strong sense of community and getting parents and older adults who no longer have children in school help project a positive image of public education and helps everyone see that they contribute to our future as much as the school does.	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Morning meetings will be aligned to our KGE essentials, Dan St. Romain lessons, and purposeful people. These lessons will be integrated throughout the day in all classes.	Formative			Summative
	Nov	Jan	Mar	May
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Northwest Independent School District
Haslet Elementary
2023-2024 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.

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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%	18%	13%	1 %	1%	14 %	18%	4 %	10 %	7%	7%	28%	%	1

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.

As our community has experienced fast growth, we have become more diverse. With many new students, they have brought new needs and differences. These need to recognize, celebrate, and support the needs and differences of others.

Problem Statement

Our school community is becoming more diverse with various 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.

Demographics Strengths

Our campus is focused on building a culture of achievement through committed students, community, and staff. Due to the growth around the campus, we expect continuous change and increased variety of economic, educational, and cultural backgrounds. Our staff invest time in building relationships with students and families. We work together as a partnership to support the whole child.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Our school community is becoming more diverse with various 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

Student Learning

Student Learning Summary

Student Learning Section:

Grade Level & Test	2022 3rd Grade Reading	2023 3rd Grade Reading	2021 3rd Grade Math	2022 3rd Grade Math	2023 3rd Grade Math	2021 4th Grade Reading	2023 4th Grade Reading	2021 4th Grade Math	20234th Grade Math	2021 5th Grade Reading	2022 5th Grade Reading	2023 5th Grade Reading	2021 5th Grade Math	2023 5th Grade Math	2021 5th Grade Science	2023 5th Grade Science
% Approaches	59%	82%	66%	78%	79%	65%	83%	69%	73%	86%	68%	85%	83%	82%	78%	68%

(DRA Data)

	K	1	2	3	4	5
% On/Above Reading Level	78%	61%	71%	74%	86%	83%
% Met Growth Projection	81%	65%	82%	79%	94%	92%

Student Learning Strengths

Our campus collaborates and plans well with our curriculum coaches to better support our students.

Explicit phonics and small group instruction are happening daily in K-1

Fidelity of morning meetings can be seen throughout the campus, addressing the social-emotional needs of our students.

We saw a lot of growth in most areas on STAAR, however science in 5th grade dropped. Other data points indicate that we need to be more vertically aligned in our K-5 science instruction, to help our 5th graders be more successful. Looking deeper into our STAAR data and knowing our students' abilities, there needs to be a focus on growing our Meets and Masters data.

We are still below our goals of expecting students to reach end of year expectations and achieving a full year of growth. Knowing that early literacy skills are extremely important, this needs to be a huge area of focus.

We can celebrate that all grade levels exceeded their projected school growth. However, we clearly see the need to better meet the individual needs of students, to help them meet their expected growth.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Not all students are meeting or exceeding their expected growth. **Root Cause:** Students are missing foundational skills, due to 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 help 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 extracurriculars.

- Behavior Framework Committee-plan, model, and monitor our Behavior Framework and SEL 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
- 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 project 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 (now will be called WatchDOGS) 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): Some students struggle with owning their academic and social-emotional, and behavioral learning. **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.

We want to provide more opportunities for 2-way communication, so all voices and ideas are respected and input is valued. IOur 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): According to our recent OHI survey, the staff would like more 2-way communication opportunities. **Root Cause:** PLCs are not providing enough opportunities for staff to converse and collaborate.

Priority Problem Statements

Problem Statement 1: Our school community is becoming more diverse with various cultural backgrounds of many of our new students. We want them to feel included and celebrate their differences.

Root Cause 1: The demographics at Haslet have changed over the past few years due to growth. New students have brought diverse needs & backgrounds

Problem Statement 1 Areas: Demographics

Problem Statement 2: Not all students are meeting or exceeding their expected growth.

Root Cause 2: Students are missing foundational skills, due to gaps in learning.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Some students struggle with owning their academic and social-emotional, and behavioral learning.

Root Cause 3: Rapid growth and changes in our campus population, has brought students with more diverse needs (not just academics).

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: According to our recent OHI survey, the staff would like more 2-way communication opportunities.

Root Cause 4: PLCs are not providing enough opportunities for staff to converse and collaborate.





Problem Statement 4 Areas: Perceptions

Goals

Goal 1: Northwest ISD will provide personalized learning experiences and cultivate the growth and achievement of every student.

Performance Objective 1: Literacy

1.1 Our students will annually increase literacy proficiency to reach or exceed grade-level standards.

Strategy 1 Details	Reviews			
Strategy 1: Reading and writing strategies will be taught and reinforced throughout all content areas. Strategy's Expected Result/Impact: Students will make at least 1 year of growth in reading and writing. Staff Responsible for Monitoring: Haslet Admin ELA coaches Teachers Problem Statements: Student Learning 1	Formative			Summative
	Nov	Jan	Mar	May
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				





Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: Not all students are meeting or exceeding their expected growth. Root Cause: Students are missing foundational skills, due to gaps in learning.

Goal 1: Northwest ISD will provide personalized learning experiences and cultivate the growth and achievement of every student.

Performance Objective 2: Academic Progress

1.2 Our students will achieve individualized academic goals to reach a year's growth or more in all content areas.

Strategy 1 Details	Reviews			
Strategy 1: Intentional student goal setting with consistent progress monitoring of all students. Strategy's Expected Result/Impact: Students will reach a year's growth in ELA and math. Staff Responsible for Monitoring: Haslet Admin ELA and math coaches teachers Problem Statements: Student Learning 1 - School Processes & Programs 1	Formative			Summative
	Nov	Jan	Mar	May
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 1: Not all students are meeting or exceeding their expected growth. Root Cause: Students are missing foundational skills, due to gaps in learning.
School Processes & Programs
Problem Statement 1: Some students struggle with owning their academic and social-emotional, and behavioral learning. Root Cause: Rapid growth and changes in our campus population, has brought students with more diverse needs (not just academics).

Goal 1: Northwest ISD will provide personalized learning experiences and cultivate the growth and achievement of every student.

Performance Objective 3: College, Career, Military & Life Readiness

1.3 Our students will graduate life ready and prepared for success in career, college, or military service.

Strategy 1 Details	Reviews			
Strategy 1: Through morning meeting, intentionally teach skills that align to our Core Values and create an accepting campus culture of all students. We will implement resources from Emergent Tree and Purposeful People. Strategy's Expected Result/Impact: Increased academic and personal growth. Staff Responsible for Monitoring: Behavior Framework Committee Counselor Teachers Haslet Admin Problem Statements: Demographics 1 - School Processes & Programs 1	Formative			Summative
	Nov	Jan	Mar	May
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>				





Performance Objective 3 Problem Statements:

Demographics
Problem Statement 1: Our school community is becoming more diverse with various 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
School Processes & Programs
Problem Statement 1: Some students struggle with owning their academic and social-emotional, and behavioral learning. Root Cause: Rapid growth and changes in our campus population, has brought students with more diverse needs (not just academics).

Goal 2: Northwest ISD will recruit, value, and retain highly effective staff prepared to meet the individual needs of our students and learning community.

Performance Objective 1: Recruit

2.1 Northwest ISD will have an unwavering commitment to attract and welcome high-quality staff.

Strategy 1 Details	Reviews			
Strategy 1: Recognize and celebrate the positive impact of our staff and students via social media, weekly newsletters, walkthroughs, and TMG (staff shout outs). Strategy's Expected Result/Impact: Positive campus culture and staff retention. Staff Responsible for Monitoring: Haslet Admin CTL ILT Problem Statements: Demographics 1 - Perceptions 1	Formative			Summative
	Nov	Jan	Mar	May
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Our school community is becoming more diverse with various 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
Perceptions
Problem Statement 1: According to our recent OHI survey, the staff would like more 2-way communication opportunities. Root Cause: PLCs are not providing enough opportunities for staff to converse and collaborate.

Goal 2: Northwest ISD will recruit, value, and retain highly effective staff prepared to meet the individual needs of our students and learning community.

Performance Objective 2: Value

2.2 Northwest ISD will invest in all staff through a culture of support, development, and empowerment to make a positive impact on the learning community.

Strategy 1 Details		Reviews			
Strategy 1: Quarterly data meetings with gen. ed, GT, and Special Education teachers to monitor, support, and celebrate student growth. Through collaboration, teachers will positively impact student growth. Strategy's Expected Result/Impact: All staff will feel more supported and equipped to make decisions regarding student instruction. Staff Responsible for Monitoring: Haslet Admin ILT Sped team lead GT Teacher ELA & Math coaches Problem Statements: Perceptions 1		Formative			Summative
		Nov	Jan	Mar	May
		<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>			





Performance Objective 2 Problem Statements:

Perceptions
Problem Statement 1: According to our recent OHI survey, the staff would like more 2-way communication opportunities. Root Cause: PLCs are not providing enough opportunities for staff to converse and collaborate.

Goal 2: Northwest ISD will recruit, value, and retain highly effective staff prepared to meet the individual needs of our students and learning community.

Performance Objective 3: Retain

2.3 Northwest ISD will retain highly effective staff through meaningful relationships, ongoing support, and professional growth opportunities.

Strategy 1 Details	Reviews			
Strategy 1: Provide teachers with additional PLC/planning time each quarter to allow for collaboration, professional learning, and backwards design. Strategy's Expected Result/Impact: Increased collective efficacy and student achievement. Staff Responsible for Monitoring: ILT Haslet Admin Problem Statements: Perceptions 1	Formative			Summative
	Nov	Jan	Mar	May
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 3 Problem Statements:





Perceptions
Problem Statement 1: According to our recent OHI survey, the staff would like more 2-way communication opportunities. Root Cause: PLCs are not providing enough opportunities for staff to converse and collaborate.

Goal 3: Northwest ISD will foster a safe environment and a culture of engagement that values the voices of all students, staff, families, and community members.

Performance Objective 1: Engagement

3.1 Northwest ISD will foster an environment of engagement with every member of our community through collaborative dialogue and partnership opportunities.

Strategy 1 Details	Reviews			
Strategy 1: Collaborate and partner with PTA to implement new WatchDOG program and to plan engaging events for our families. Strategy's Expected Result/Impact: Increased community partnerships Staff Responsible for Monitoring: Haslet Admin OLT PTA WatchDOGS Problem Statements: Demographics 1 - School Processes & Programs 1	Formative			Summative
	Nov	Jan	Mar	May

 No Progress
  Accomplished
  Continue/Modify
  Discontinue





Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Our school community is becoming more diverse with various 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
School Processes & Programs
Problem Statement 1: Some students struggle with owning their academic and social-emotional, and behavioral learning. Root Cause: Rapid growth and changes in our campus population, has brought students with more diverse needs (not just academics).

Goal 3: Northwest ISD will foster a safe environment and a culture of engagement that values the voices of all students, staff, families, and community members.

Performance Objective 2: Culture

3.2 Northwest ISD will model and instill a culture of belonging where all students, staff, families, and community voices are heard and valued.

Strategy 1 Details		Reviews			
Strategy 1: All classrooms will start the day with "Reach & Respond" to allow students the opportunity to feel heard & valued. Strategy's Expected Result/Impact: Increased student achievement and well-being. Staff Responsible for Monitoring: Behavior Framework Committee Haslet Admin Counselor Problem Statements: School Processes & Programs 1		Formative			Summative
		Nov	Jan	Mar	May
		 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 2 Problem Statements:

School Processes & Programs
Problem Statement 1: Some students struggle with owning their academic and social-emotional, and behavioral learning. Root Cause: Rapid growth and changes in our campus population, has brought students with more diverse needs (not just academics).

Goal 3: Northwest ISD will foster a safe environment and a culture of engagement that values the voices of all students, staff, families, and community members.

Performance Objective 3: Safety

3.3 Northwest ISD will continuously improve, maintain and communicate systems of support to strengthen the physical and emotional well-being of our students, staff, and community.

Strategy 1 Details	Reviews			
Strategy 1: Provide learning opportunities and resources for families that will strengthen and support our Core Values and academics at home. Strategy's Expected Result/Impact: Increased student academic achievement and well-being Staff Responsible for Monitoring: counselor Haslet Admin Problem Statements: Student Learning 1 - School Processes & Programs 1	Formative			Summative
	Nov	Jan	Mar	May
<div> <div> 0% No Progress</div> <div> 100% Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

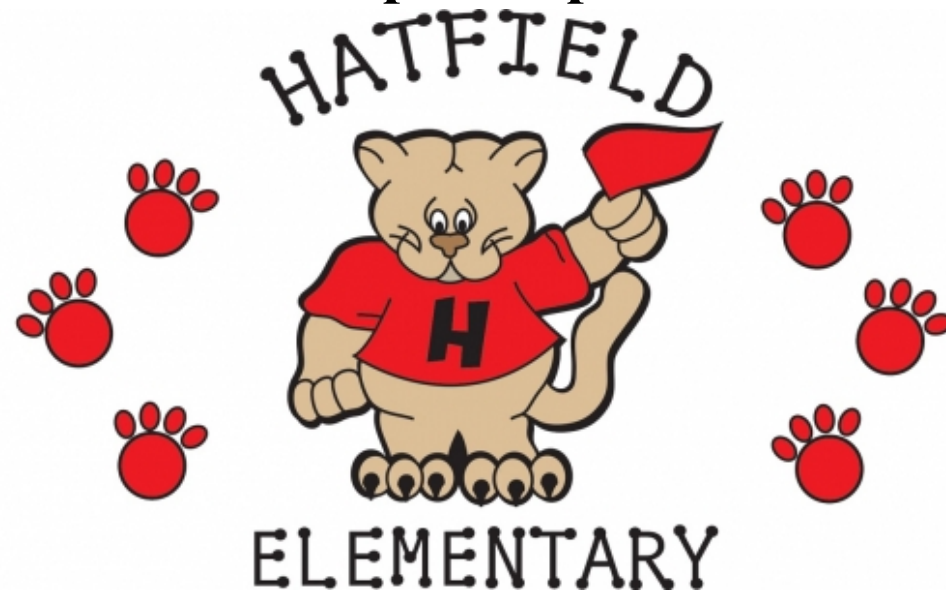
Performance Objective 3 Problem Statements:

Student Learning
Problem Statement 1: Not all students are meeting or exceeding their expected growth. Root Cause: Students are missing foundational skills, due to gaps in learning.
School Processes & Programs
Problem Statement 1: Some students struggle with owning their academic and social-emotional, and behavioral learning. Root Cause: Rapid growth and changes in our campus population, has brought students with more diverse needs (not just academics).

Northwest Independent School District

Hatfield Elementary School

2023-2024 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.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

	2018 - 2019	2022 - 2023
Asian	4%	9%
African American	15%	19%
Hispanic Latino	15%	25%
White	64%	40%
At Risk	25%	41%
Special Education	17%	14%
Economically Disadvantaged	25%	29%
Emergent Bilingual	6%	17%

Hatfield Elementary School is a Pre-Kindergarten through 5th grade campus, home to over 700 students and 68 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 (Prioritized): 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, 2022 and 2023:

Grade Level & Test	2022 3rd Grade Reading	2023 3rd Grade Reading	2022 3rd Grade Math	2023 3rd Grade Math	2022 4th Grade Reading	2023 4th Grade Reading	2022 4th Grade Math	2023 4th Grade Math	2022 5th Grade Reading	2023 5th Grade Reading	2022 5th Grade Math	2023 5th Grade Math	
% Approaches	88%	83%	80%	77%	86%	90%	78%	74%	82%	88%	80%	87%	

Hatfield students' STAAR scores dipped slightly on three 2023 assessments when compared to the year prior (3rd Reading, 3rd Math, 4th Math), and rose slightly on three others (4th Reading, 5th Reading, 5th Math).

DRA Data

	K	1	2	3	4	5
% On/Above Reading Level	72%	55%	68%	66%	82%	61%

Hatfield students struggled to meet end-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	15.0	13.0	11.9	13.0	9.0	9.0	7.1	5.0
Math	15.9	16.0	13.9	18.0	12.3	13.0	10.9	10.0

Student Learning Strengths

Hatfield students continue to excel in Math achievement. MAP data shows that, as an aggregated grade level, 2nd, 3rd, & 4th graders exceeded the expected growth measure in Math. Students in 5th grade performed significantly better on the 2023 Math STAAR compared to 2022, with 87% achieving at least an Accomplished performance, compared to 80% in 2022.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): 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 are working to strengthen community involvement in our school through a more robust volunteer program and through additional partnerships with local business and organizations.

Perceptions Strengths

Hatfield continues to build a culture based on kindness and acceptance. We are in the process of redesigning our Behavior Support processes, and our student Leadership Team continues to grow in both number of participants and level of responsibility.

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

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 1: There are some students that are not being challenged to reach their full academic potential.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Not every student at Hatfield is making a year's academic growth or are not closing existing achievements gaps quickly enough.

Root Cause 2: There are some students that are not being challenged to reach their full academic potential.

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

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- 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

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
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- 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
- Enrollment trends

Employee Data

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

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation

Goals

Goal 1: Northwest ISD will provide personalized learning experiences and cultivate the growth and achievement of every student.

Performance Objective 1: Literacy

1.1 Our students will annually increase literacy proficiency to reach or exceed grade-level standards.

Strategy 1 Details	Reviews			
Strategy 1: At all grade levels, Hatfield will utilize a flexible grouping strategy to ensure students are acquiring and securing the "next" literacy skills necessary to advance to the next reading level. Strategy's Expected Result/Impact: 85% of students reading on/above grade level by EOY Staff Responsible for Monitoring: Principal/AP/ILT Problem Statements: Demographics 1	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: At the end of each quarter, each grade-level Professional Learning Community will complete a full student review to track every student's literacy progress and identify a strategy to close any gaps between a student's current reading level and the grade-level standard. Strategy's Expected Result/Impact: 85% of students reading on/above grade level by EOY Staff Responsible for Monitoring: Principal/AP/ILT Problem Statements: Demographics 1	Formative			Summative
	Nov	Jan	Mar	May
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				





Performance Objective 1 Problem Statements:

Demographics
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.

Goal 1: Northwest ISD will provide personalized learning experiences and cultivate the growth and achievement of every student.

Performance Objective 2: Academic Progress

1.2 Our students will achieve individualized academic goals to reach a year's growth or more in all content areas.

Strategy 1 Details	Reviews			
Strategy 1: Every Hatfield student will engage in a reflective goal setting process that emphasizes the influenceable, predictive actions that will help them achieve their Wildly Important Goal (i.e., one year's growth). Strategy's Expected Result/Impact: 100% of students will make at least one year's growth in Reading and Math Staff Responsible for Monitoring: Principal/AP/Goal Setting Working Group	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Hatfield teachers will assist students in owning their learning by introducing a Learning Target for each lesson and providing students frequent opportunities to consider and reflect on their progress toward the target. Strategy's Expected Result/Impact: 100% of students will make at least one year's growth in Reading and Math Staff Responsible for Monitoring: Principal/AP Problem Statements: Student Learning 1	Formative			Summative
	Nov	Jan	Mar	May
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				





Performance Objective 2 Problem Statements:

Student Learning
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.

Goal 1: Northwest ISD will provide personalized learning experiences and cultivate the growth and achievement of every student.

Performance Objective 3: College, Career, Military & Life Readiness





1.3 Our students will graduate life ready and prepared for success in career, college, or military service.

Strategy 1 Details	Reviews			
Strategy 1: Each Hatfield classroom will conduct a Morning Meeting three days per week that is aligned a featured monthly character trait (e.g., kindness, respect, etc.). Strategy's Expected Result/Impact: A reduction in office referrals related to interpersonal conflict between students Staff Responsible for Monitoring: Principal/AP/Counselor	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Hatfield will customize and implement the district's new Behavior Support Framework. Strategy's Expected Result/Impact: A reduction in office referrals Staff Responsible for Monitoring: Behavior Support Framework implementation team	Formative			Summative
	Nov	Jan	Mar	May
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 2: Northwest ISD will recruit, value, and retain highly effective staff prepared to meet the individual needs of our students and learning community.

Performance Objective 1: Recruit





2.1 Northwest ISD will have an unwavering commitment to attract and welcome high-quality staff.

Strategy 1 Details	Reviews			
Strategy 1: Hatfield will continue to introduce new staff members to its community via a Welcome Wednesday post on social media. Staff Responsible for Monitoring: Principal/AP	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: The principal and assistant principal will conduct a "New Cougar Check-in" with each new staff member twice during the school year (Fall and Spring) to ensure employees know they are being support by their administrators during those first critical months on staff. Strategy's Expected Result/Impact: Strong survey results (internal and OHI) for questions related to support from admin Staff Responsible for Monitoring: Principal/AP	Formative			Summative
	Nov	Jan	Mar	May
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 2: Northwest ISD will recruit, value, and retain highly effective staff prepared to meet the individual needs of our students and learning community.

Performance Objective 2: Value





2.2 Northwest ISD will invest in all staff through a culture of support, development, and empowerment to make a positive impact on the learning community.

Strategy 1 Details	Reviews			
Strategy 1: A minimum of one time per month, each classroom teacher will receive written feedback from either the principal or assistant principal after a classroom walkthrough. Classroom visits will be scheduled on the admin calendar and will rotate between the two administrators. Strategy's Expected Result/Impact: Improved internal survey and OHI results Staff Responsible for Monitoring: Principal/AP	Formative			Summative
	Nov	Jan	Mar	May
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 2: Northwest ISD will recruit, value, and retain highly effective staff prepared to meet the individual needs of our students and learning community.

Performance Objective 3: Retain





2.3 Northwest ISD will retain highly effective staff through meaningful relationships, ongoing support, and professional growth opportunities.

Strategy 1 Details	Reviews			
Strategy 1: Hatfield will strive to create a "Culture of Connectedness" by completing a team building/connectedness activity at each staff meeting. Strategy's Expected Result/Impact: Improved internal survey and OHI results; increased retention rate. Staff Responsible for Monitoring: Principal/AP	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Beginning in January, Hatfield administration will conduct stay interviews with key personnel. Strategy's Expected Result/Impact: Increased retention rate, especially among key teachers Staff Responsible for Monitoring: Principal/AP	Formative			Summative
	Nov	Jan	Mar	May
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 3: Northwest ISD will foster a safe environment and a culture of engagement that values the voices of all students, staff, families, and community members.

Performance Objective 1: Engagement

3.1 Northwest ISD will foster an environment of engagement with every member of our community through collaborative dialogue and partnership opportunities.

Strategy 1 Details	Reviews			
Strategy 1: Hatfield will continue to develop its WatchDOG program to encourage more male role models to volunteer on campus. Staff Responsible for Monitoring: Counselor	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Hatfield will continue to strengthen its volunteer program by recognizing its "core volunteers" with a monthly treat. Strategy's Expected Result/Impact: Increased number of volunteer hours completed this year Staff Responsible for Monitoring: Principal/AP	Formative			Summative
	Nov	Jan	Mar	May
Strategy 3 Details	Reviews			
Strategy 3: Hatfield will continue to develop its relationship with community stakeholders through quarterly "Coffee with the Admin" gatherings where the principal, assistant principal, and counselor will be available to chat with community members and answer any questions/concerns they may have. Staff Responsible for Monitoring: Principal/AP/Counselor	Formative			Summative
	Nov	Jan	Mar	May
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 3: Northwest ISD will foster a safe environment and a culture of engagement that values the voices of all students, staff, families, and community members.

Performance Objective 2: Culture

3.2 Northwest ISD will model and instill a culture of belonging where all students, staff, families, and community voices are heard and valued.

Strategy 1 Details	Reviews			
Strategy 1: Hatfield will customize and implement the district's new Behavior Support Framework. Staff Responsible for Monitoring: Behavior Support Framework implementation team.	Formative			Summative
	Nov	Jan	Mar	May
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✖</div>Discontinue</div></div>				

Goal 3: Northwest ISD will foster a safe environment and a culture of engagement that values the voices of all students, staff, families, and community members.

Performance Objective 3: Safety

3.3 Northwest ISD will continuously improve, maintain and communicate systems of support to strengthen the physical and emotional well-being of our students, staff, and community.

Strategy 1 Details	Reviews			
Strategy 1: Hatfield will implement a Reach and Respond protocol in each classroom where students are given an opportunity each day to non-verbally check in with their teacher regarding their social-emotional state and readiness to learn. Staff Responsible for Monitoring: Counselor	Formative			Summative
	Nov	Jan	Mar	May
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✖</div>Discontinue</div></div>				

Northwest Independent School District
Hughes Elementary School
2023-2024 Campus Improvement Plan



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.

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.

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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
15%	29%	16%	1%	7%	40.7 %	18%	7%	8%	7%	11%	38 %	13% BOY	2

Hughes opened in 2005. Last year, we served around 675 students and this year we currently have 663 students.

Our campus has a PACEE, SLC, and ECSE units with one classroom of full day Pre-K. The majority of our 22 Pre-K students are 4, but we have a couple of students starting at 3 years old. Due to our specialized units, we have some students attend Hughes from other zoned elementaries.

The area zoned for Hughes covers several neighborhoods and apartment complexes. Our area covers Lost Spurs Ranch, Valley Ridge, Riverside, Vista Green, and a small part of Woodland Springs. It also cover 5 apartment complexes including Overlook Ranch, The Enclave, Lost Creek Ranch, The Holston, and The Churchill.

We are at 40.7% Economically Disadvantaged which means we may be transitioning next year into Title 1 status.

We have Honors Choir and participate in the North Texas Children's Choir. We are beginning a student led Earth Club and have been discussing starting an afterschool Chess Club and Esports Team. We have a Hughes Broadcast team, multiple UIL teams, a Destination Imagination team, and an award winning Student Leadership team that supports the campus in a variety of ways.

In classrooms we use the power of yet and open mindset thinking to support our academic and social emotional growth. Students are also focused on the Cabin Traits highlighted in our Cabin System and the character traits on the Hawk Creed. We utilize Happy Visits to acknowledge our student success and positive behaviors. We also use the Happy Visits to give explicit feedback on how students are being safe, respectful and responsible. Every 9 weeks we celebrate as a whole campus, the excellence shown by our cabins with Cabin Time and Power Parades. Several grade levels are using goal setting with students to progress monitor and add in personal ownership to their growth.

Our Behavior Framework Team in conjunction with Emergent Tree created a Core Values Matrix that we use to remind and reinforce behavior expectations in common areas and classrooms. Our campus Instructional Technology Support and Librarian will host lunch and learns at different points in the year to offer real in time and relevant professional development for the staff. We also meet once a week as a Professional Learning Community and at least one day a week to plan together. As a staff we have reintroduced to some and introduced the Strengths Finder by Gallup to the staff this year. We use the strengths to discuss our balconies and basements, during team time, as a whole staff culture, and during goal setting.

Last year, there were 27 new staff members added to the campus. This year, due to the opening of a new school, career changes out of education and moves out of the area we hired 14 new staff. Within the 14 new staff members, was an all new specials team that included our librarian, Art teacher, Music teacher, and PE teacher. Currently, we have an open SLC para position.

This year we are committed to making connections and learning more about our students through greeting all students at the door every morning, completing a reach and respond, and

holding morning meetings. We have 30 minutes of Hawk Time built into our master schedule for every grade level for intervention and enrichment.

Hughes partners with a community non profit that provides snacks to our whole school community. Our PTA hosts several events throughout the year such as : APEX Character Building and Glow Run, Hughes Family Night, Staff Appreciation, Guest Speakers, and STEM opportunities. We are growing our Watch Dog program and offer several opportunities for volunteers to serve at Hughes. We have a close, family oriented, and engaged community.

Demographics Strengths

- Diversity in our community supports cultural awareness, opportunities for learning and connections.
- Family involvement on campus and at events.
- Open door and welcoming of community on campus.
- Ownership- Hawk Creed, collective understanding of what it means to be a Hawk, expectations.
- Personal relationships and seeking connection with every student- good morning and greeting. Explicit expectation- be at door greeting students, students need to have direction to greet back.
- Cabin System focused on Character Traits, Happy Visits, Positive Reinforcement with explicit feedback.
- Variety of events on campus.
- Student Leadership Team

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Hughes is close to achieving Title 1 status, but will need around 3-4% to be able to receive the support given to Title 1 campuses. This extra funding can be used to offer more support and resources to help close achievement gaps. **Root Cause:** Parent information and filling out the forms to make sure more students qualify for free and reduced lunch.

Student Learning

Student Learning Summary

Student Learning Section:

Grade Level & Test	2022 3rd Grade Reading	2023 3rd Grade Reading	2022 3rd Grade Math	2023 3rd Grade Math	2022 4th Grade Reading	2023 4th Grade Reading	2022 4th Grade Math	2023 4th Grade Math	2022 5th Grade Reading	2023 5th Grade Reading	2022 5th Grade Math	2023 5th Grade Math	2023 5th Grade Science
% Approaches	86%	79%	82%	70%	75%	84%	60%	71%	82%	86%	77%	85%	68%

There was a change in the TEKS and question types that has prompted TEA to review the current scoring practices. Students are receiving accelerated instruction if they were not successful.

Growth Areas:

4th to 5th 22 to 23 - Reading 75% to 86%, Math 60% to 85%

5th Science 22 to 23- 63% to 68%

Areas of Need:

Decrease in approaches from 3rd grade to 4th grade in Reading and Math.

(DRA Data)

	K	1	2	3	4	5
% On/Above Reading Level	73.5%	69%	72%	71%	83%	82%
% Met Growth Projection	74%	71%	76%	73%	80%	81%

mClass assesments have not been given at this point in the year. The K-2 teachers have been able to use last year's reading levels, assessments, and current classroom assements to collect data and guide instruction.

All DRA data is from 2022-2023 school year.

Over 70% of students in each grade level met their projected growth.

in 4th and 5th above 80% of students were on or above Reading Level at the EOY

(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	15.1	16	11.7	13	8.8	8	7.2	9
Math	15.9	18	14	15	12.3	13	10.8	11

In all grade levels and content areas the observed growth was higher than the projected growth.

The only grade/content that slightly performed lower than the projected growth was in 4th grade Reading.

Student Learning Strengths

- 2, 3,5- meet or exceeding projected growth in Reading. Reading growth from in 2nd -5th MAP, DRA, STAAR
- Major growth from 1st to 2nd grade in 2022-2023.
- High BOY 4th grade Reading data in MAP that maintained high performance for the year in 2022-2023
- Teachers' understanding of standards and what to teach and when. Using backward design during planning.
- Goal Setting with MAP, supplement with resources based on curriculum needs of the students.
- Explicitly teaching grammar and vocab.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): STAAR Math score of 3rd grade students moving into 4th and 4th moving into 5th achieved 70% and 71% approaches on the 2022-2023 STAAR assessments. **Root Cause:** Change in the questions and format of the STAAR and the need for explicit problem solving opportunities. Deeper understanding of the rigor of the TEKS and what that looks and sounds like in student work and discussions.

School Processes & Programs

School Processes & Programs Summary

At Hughes our staff meets once a week to progress monitor and review the 4 questions of PLC. We also meet to plan in content area teams at least once a week to ensure calibration and consistency with the curriculum and assessments. Our master schedule has 30 minutes of Hawk Time built in it for intervention and enrichment for all students. We meet regularly to review students in MTSS and monitor the progress of students currently in Tier II and III and the students in Tier I that are not making the expected success.

We have an Instructional Leadership team that meets once a month to review and discuss current instructional practices, keep accountability and consistency in academic practices, and make needed adjustments based on the instructional needs of the campus. The team also makes decisions on procedures and practices related to PLCs and lesson planning.

We have a Team Manager team in place that review, communicate, and adjust campus routines and procedures. The team meets once a month to discuss upcoming events, team needs, safety and security, and building changes. The teams also participates in giving input to the Behavior Framework Committee.

Our Behavior Framework Committee meets once a month for training from Emergent Tree and refinement of processes. They have also begun to pilot Brag Boards and give examples of the core values and instruction at each staff meeting. This is an on going process that will continue for the rest of the year and roll out new initiatives for the whole staff at the beginning of the 2024-2025 school year as well.

Our campus Instructional Technology Support and Librarian will host lunch and learns at different points in the year to offer real in time and relevant professional development for the staff. The campus instructional technologist also meet with teams regularly during their PLC and planning time.

Weekly newsletter goes out to staff and families and staff also receives the Hawk Squawk weekly with updates and instructional look fors.

Campus wide staff and student appreciation and recognition through Happy Visits, Cabin System, Celebration Meetings, Hawk Shout Outs, and Staff of the Month.

Extracurricular and Committees:

- * Sunshine Committee
- * Broadcast Team
- * Desitination Imagination
- * UIL Teams
- * Student Leadership Team
- * Earth Club
- *Running Club
- * Possible Chess and Esports

Support Services:

- * 504

*Special Education: Resource, SLC, PACEE, ECSE, Speech

* MTSS Interventionist

* MTA Specialists- Dyslexia

* Gifted and Talented

School Processes & Programs Strengths

- Campus Mentors for New Teachers
- Campus is focused on supporting students and staff by self motivation to grow through open mindsets.
- Organization of events and communication.
- Positive support at all levels, culture and climate of Ubuntu.
- Admin support and caring actions.
- Kids come first when the committees and teams are making decision for the campus.
- Multiple opportunities for students and staff to be leaders.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Our cabin system procedures were not as successful in promoting positive behaviors and the character traits for all populations of students and not as easy to implement for all staff. **Root Cause:** Some students were not able to attend the rallies due to sensory issues and some staff could not manage the ways the data and points were collected. With the help of ILT and the campus input, the system has been refined.

Perceptions

Perceptions Summary

Last year's OHI survey of the Hughes staff showed that over 70% of the staff found communication to be a strength of the campus. A growth area that was noted was adaptability.

The core values of the campus are discussed daily and can be found in the Hawk Creed recited every morning, in morning meetings, in the character traits of the Cabin System, and in our Core Values Matrix. They are also sent out with campus information weekly.

We send weekly newsletters to the staff and families, along with a google site updated weekly with campus information and universal expectations for staff.

Hughes has a thriving social media platform, primarily focused on our facebook page with daily posts and engagement. Our librarian updates the website and creates surveys for parents and opportunities to volunteer. Student Leadership supports the campus through service as well as regular input. Our Earth Club was created by students and presented through a presentation to admin for approval.

Our staff is visible and present in the mornings and afternoons to build relationships with parents. Our campus is open and inviting to volunteers and lunch visitors each day. A parent engagement group has been discussed and admin meets regularly with the PTA board to get input and support the initiatives of the campus. Our campus events have high attendance rates and we have strong family participation.

Perceptions Strengths

- Families have connections with each other.
- Personal relationships and seeking connection with every student- good morning and greeting. Explicit expectation- be at door greeting students, students need to have direction to greet back.
- Campus and classroom newsletters sent to parents weekly.
- More than 70% of the staff said communication was a strength.
- Welcoming environment focused on families.
- Staff is invested in the school community and participates in engagement events.
- Universal understanding and commitment to the Hawk Creed and what it means to be a Hawk.
- Participation in Spirit Fridays and Cabin System. School spirit and pride is high!

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): On the OHI survey completed in the Spring 2023, the staff shared that Adaptability was an area of growth. **Root Cause:** Social and emotional well being of staff has been lower in all areas of education since 2020. Teachers and staff struggle with burnout and self care. Some staff need support with balancing life with the ongoing demands and needs of schools.

Priority Problem Statements

Problem Statement 1: Hughes is close to achieving Title 1 status, but will need around 3-4% to be able to receive the support given to Title 1 campuses. This extra funding can be used to offer more support and resources to help close achievement gaps.

Root Cause 1: Parent information and filling out the forms to make sure more students qualify for free and reduced lunch.

Problem Statement 1 Areas: Demographics

Problem Statement 2: STAAR Math score of 3rd grade students moving into 4th and 4th moving into 5th achieved 70% and 71% approaches on the 2022-2023 STAAR assessments.

Root Cause 2: Change in the questions and format of the STAAR and the need for explicit problem solving opportunities. Deeper understanding of the rigor of the TEKS and what that looks and sounds like in student work and discussions.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Our cabin system procedures were not as successful in promoting positive behaviors and the character traits for all populations of students and not as easy to implement for all staff.

Root Cause 3: Some students were not able to attend the rallies due to sensory issues and some staff could not manage the ways the data and points were collected. With the help of ILT and the campus input, the system has been refined.

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: On the OHI survey completed in the Spring 2023, the staff shared that Adaptability was an area of growth.

Root Cause 4: Social and emotional well being of staff has been lower in all areas of education since 2020. Teachers and staff struggle with burnout and self care. Some staff need support with balancing life with the ongoing demands and needs of schools.





Problem Statement 4 Areas: Perceptions

Goals

Goal 1: Northwest ISD will provide personalized learning experiences and cultivate the growth and achievement of every student.

Performance Objective 1: Literacy





1.1 Our students will annually increase literacy proficiency to reach or exceed grade-level standards.

Strategy 1 Details	Reviews			
Strategy 1: Reading strategies such as explicit phonics instruction and reteach in small groups will happen in K-2. Reading strategies such as vocabulary instruction and small group intervention will happen in 3-5. Strategy's Expected Result/Impact: All students will make at least a year's growth in Reading . Over 75% of all students will be on or above grade level Reading expectations by the end of the year. Staff Responsible for Monitoring: Teachers, Admin, MTSS Interventionist, Special Education Support Teachers, MTA Specialists, Gifted and Talented Teachers, Counselor, ILT	Formative			Summative
	Nov	Jan	Mar	May
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 1: Northwest ISD will provide personalized learning experiences and cultivate the growth and achievement of every student.

Performance Objective 2: Academic Progress

1.2 Our students will achieve individualized academic goals to reach a year's growth or more in all content areas.

Strategy 1 Details	Reviews			
Strategy 1: Every grade level will goal set with students in Reading and Math and will support students monitoring their own progress. Strategy's Expected Result/Impact: Personal ownership of their growth, a deeper understanding of their next steps and success criteria, and motivation to meet their goals. An expected increase in Math and Reading data for all students. Staff Responsible for Monitoring: Classroom teachers, support staff, special education staff, admin, counselor Problem Statements: Student Learning 1	Formative			Summative
	Nov	Jan	Mar	May
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				





Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 1: STAAR Math score of 3rd grade students moving into 4th and 4th moving into 5th acheived 70% and 71% approaches on the 2022-2023 STAAR assessments. Root Cause: Change in the questions and format of the STAAR and the need for explicit problem solving opportunites. Deeper understanding of the rigor of the TEKS and what that looks and sounds like in student work and discussions.

Goal 1: Northwest ISD will provide personalized learning experiences and cultivate the growth and achievement of every student.

Performance Objective 3: College, Career, Military & Life Readiness

1.3 Our students will graduate life ready and prepared for success in career, college, or military service.

Strategy 1 Details	Reviews			
Strategy 1: Character trait instruction, daily morning meetings, and cabin system focused on Respect, Responsibility, Fairness, Caring, Trustworthiness, Honesty, Cooperation, and Kindness. Strategy's Expected Result/Impact: Students will become more respectful, responsible, fair, caring, honest, kind, cooperative and trustworthy. They will take pride and ownership in their school and in their personal growth. Staff Responsible for Monitoring: Whole Campus Problem Statements: School Processes & Programs 1	Formative			Summative
	Nov	Jan	Mar	May
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 3 Problem Statements:

School Processes & Programs
Problem Statement 1: Our cabin system procedures were not as successful in promoting positive behaviors and the character traits for all populations of students and not as easy to implement for all staff. Root Cause: Some students were not able to attend the rallies due to sensory issues and some staff could not manage the ways the data and points were collected. With the help of ILT and the campus input, the system has been refined.

Goal 2: Northwest ISD will recruit, value, and retain highly effective staff prepared to meet the individual needs of our students and learning community.

Performance Objective 1: Recruit

2.1 Northwest ISD will have an unwavering commitment to attract and welcome high-quality staff.

Strategy 1 Details	Reviews			
Strategy 1: Use of Strengths Finder to build and support team cohesiveness, staff appreciation and validation, and retention of staff that have been highly trained on campus and in the district. Strategy's Expected Result/Impact: Staff have a better understanding of their strengths and the strengths of other on the campus. The knowledge is leverage to validate, support, and appreciate each others individual strengths and talents. Staff Responsible for Monitoring: Whole Campus Problem Statements: Perceptions 1	Formative			Summative
	Nov	Jan	Mar	May
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				





Performance Objective 1 Problem Statements:

Perceptions
Problem Statement 1: On the OHI survey completed in the Spring 2023, the staff shared that Adaptability was an area of growth. Root Cause: Social and emotional well being of staff has been lower in all areas of education since 2020. Teachers and staff struggle with burnout and self care. Some staff need support with balancing life with the ongoing demands and needs of schools.

Goal 2: Northwest ISD will recruit, value, and retain highly effective staff prepared to meet the individual needs of our students and learning community.

Performance Objective 2: Value

2.2 Northwest ISD will invest in all staff through a culture of support, development, and empowerment to make a positive impact on the learning community.

Strategy 1 Details	Reviews			
Strategy 1: All staff will participate in grade level and team Professional Learning Communities once a week. Strategy's Expected Result/Impact: Use of the 4 Questions of a PLC and current data will guide staff to calibration instructional practices and provide an enviroment for in time relevant professional development. Grade levels and teams will be able to analyze the data, use resources, and ask for what they need to improve student growth and professional learning. Staff Responsible for Monitoring: Admin and Instructional Leadership Team Problem Statements: Demographics 1 - Student Learning 1 - School Processes & Programs 1 - Perceptions 1	Formative			Summative
	Nov	Jan	Mar	May
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				





Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: Hughes is close to acheiving Title 1 status, but will need around 3-4% to be able to receive the support given to Title 1 campuses. This extra funding can be used to offer more support and resources to help close acheivement gaps. Root Cause: Parent information and filling out the forms to make sure more students qualify for free and reduced lunch.
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School Processes & Programs
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Perceptions
Problem Statement 1: On the OHI survey completed in the Spring 2023, the staff shared that Adaptability was an area of growth. Root Cause: Social and emotional well being of staff has been lower in all areas of education since 2020. Teachers and staff struggle with burnout and self care. Some staff need support with balancing life with the ongoing demands and needs of schools.

Goal 2: Northwest ISD will recruit, value, and retain highly effective staff prepared to meet the individual needs of our students and learning community.

Performance Objective 3: Retain

2.3 Northwest ISD will retain highly effective staff through meaningful relationships, ongoing support, and professional growth opportunities.

Strategy 1 Details	Reviews			
Strategy 1: Use of Strengths Finder, weekly PLC and planning times, Celebration Meetings, Hawk Shout Outs, Staff of the Month, and monthly staff appreciation and engagement opportunities. Strategy's Expected Result/Impact: Staff are valued and appreciated. Staff Responsible for Monitoring: Whole campus Problem Statements: Perceptions 1	Formative			Summative
	Nov	Jan	Mar	May
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 3 Problem Statements:

Perceptions
Problem Statement 1: On the OHI survey completed in the Spring 2023, the staff shared that Adaptability was an area of growth. Root Cause: Social and emotional well being of staff has been lower in all areas of education since 2020. Teachers and staff struggle with burnout and self care. Some staff need support with balancing life with the ongoing demands and needs of schools.

Goal 3: Northwest ISD will foster a safe environment and a culture of engagement that values the voices of all students, staff, families, and community members.

Performance Objective 1: Engagement

3.1 Northwest ISD will foster an environment of engagement with every member of our community through collaborative dialogue and partnership opportunities.

Strategy 1 Details	Reviews			
Strategy 1: Offer and advertise campus volunteer opportunities for parents and community members. Strategy's Expected Result/Impact: An open and welcome school with engaged families and community support. Staff Responsible for Monitoring: Admin, Librarian, Social Media Rep, and Counselor Problem Statements: Demographics 1	Formative			Summative
	Nov	Jan	Mar	May
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>				





Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Hughes is close to acheiving Title 1 status, but will need around 3-4% to be able to receive the support given to Title 1 campuses. This extra funding can be used to offer more support and resources to help close acheivement gaps. Root Cause: Parent information and filling out the forms to make sure more students qualify for free and reduced lunch.

Goal 3: Northwest ISD will foster a safe environment and a culture of engagement that values the voices of all students, staff, families, and community members.

Performance Objective 2: Culture

3.2 Northwest ISD will model and instill a culture of belonging where all students, staff, families, and community voices are heard and valued.

Strategy 1 Details		Reviews			
Strategy 1: Parent and staff surveys to receive input and feedback on campus initiatives and procedures each semester. Strategy's Expected Result/Impact: Collective input and voice to guide campus decisions. Staff Responsible for Monitoring: Admin and Counselor Problem Statements: Demographics 1 - School Processes & Programs 1		Formative			Summative
		Nov	Jan	Mar	May
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>					

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: Hughes is close to achieving Title 1 status, but will need around 3-4% to be able to receive the support given to Title 1 campuses. This extra funding can be used to offer more support and resources to help close achievement gaps. Root Cause: Parent information and filling out the forms to make sure more students qualify for free and reduced lunch.
School Processes & Programs
Problem Statement 1: Our cabin system procedures were not as successful in promoting positive behaviors and the character traits for all populations of students and not as easy to implement for all staff. Root Cause: Some students were not able to attend the rallies due to sensory issues and some staff could not manage the ways the data and points were collected. With the help of ILT and the campus input, the system has been refined.

Goal 3: Northwest ISD will foster a safe environment and a culture of engagement that values the voices of all students, staff, families, and community members.

Performance Objective 3: Safety

3.3 Northwest ISD will continuously improve, maintain and communicate systems of support to strengthen the physical and emotional well-being of our students, staff, and community.

Strategy 1 Details	Reviews			
Strategy 1: Implementation of the Watch Dogs and Parent Engagement Committee. Strategy's Expected Result/Impact: Collective vision and mission to support the school and community culture. Staff Responsible for Monitoring: Counselor and Admin	Formative			Summative
	Nov	Jan	Mar	May
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>				

Northwest Independent School District
Justin Elementary School
2023-2024 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.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

2023 - 24

White	Hispanic	African American	2 or More Races	Asian	Economically Disadvantaged	Special Education	504	Dyslexia	GT	EL	At-Risk	RTI	Homeless
72%	19%	4%	2%	2%	25%	19%	5%	8%	7%	5%	24%	%	0

Justin Elementary School is home to 644 students in Pre-Kindergarten through 5th grade campus. Last September 2022, we were at 606 students.

Our staff is composed of 60 instructional and para-professional support personnel.

Northwest ISD is the fastest growing school district in north Texas. The Justin Elementary 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. 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 increasing student population.

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

The percentage of Gifted and Talented at JES is 7% of the student population which is in line with the US national average of 5 - 8% of the population.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Some of our students start the school year with learning gaps. **Root Cause:** Having a teacher new to the profession, lack of access to reading materials over the summer, or students coming from private schools or school districts outside of Texas.

Problem Statement 2 (Prioritized): Many of our extra-curricular programs are in need of volunteers. **Root Cause:** Family priorities, inflation, and jobs outside the city limit parent involvement.

Student Learning

Student Learning 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
70%	18%	3%	2 %	2%	26%	20%	6%	8%	8%	5%	26 %	13%	.004%

Add narrative here

Student Learning Section:

Grade Level & Test	2022 3rd Grade Reading	2023 3rd Grade Reading	2022 3rd Grade Math	2023 3rd Grade Math	2022 4th Grade Reading	2023 4th Grade Reading	2022 4th Grade Math	2023 4th Grade Math	2022 5th Grade Reading	2023 5th Grade Reading	2022 5th Grade Math	2023 5th Grade Math	2023 5th Grade Science
% Approaches	81%	82%	76%	78%	86%	77%	79%	70%	86%	92%	84%	88%	84%

Third grade data is similar from 2022 to 2023 in both Math and Reading.

Fourth grade data shows a dip in both Reading and Math from 2022 to 2023. We know that the Reading assessment added extended responses and other response formats.

Fifth grade reading data shows a jump by 6% points from 2022 to 2023.

(DRA Data)

	K	1	2	3	4	5
% On/Above Reading Level	74%	69%	72%	71%	83%	82%
% Met Growth Projection	74%	71%	76%	73%	80%	81%

Grades 4, 5 were at or above the NISD priority goal of 80% for meeting a years growth in text level.

In grades K, 1, 2 we had 10 first year teachers.

(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	66%	66%	60%	67%	46%	68%	58%	52%
Math	58%	52%	78%	67%	60%	68%	38%	54%

With 50% being the goal, grades 2-4 were all above the expectation.

In Reading, 2nd and 3rd grade exceeded their projected growth.

In Math, 4th and 5th grade were 1% point shy of reaching their expected growth.

Student Learning Strengths

5th and 3rd Grade performed higher than the NISD average in READING.

Grades 4, 5 were at or above the NISD priority goal of 80% for meeting a years growth in text level.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Teachers struggle to pinpoint specific literacy skills that are needed to move readers to the next text level. **Root Cause:** The Diagnostic Reading Assessment has a limited scope.

Problem Statement 2 (Prioritized): Some of our students start the school year with learning gaps. **Root Cause:** Having a teacher new to the profession, lack of access to reading materials over the summer, or students coming from private schools or school districts outside of Texas.

Problem Statement 3 (Prioritized): 5th grade teachers have students performing across a wide range of abilities. **Root Cause:** 4th grade students scored below the district average

in May 2023.

Problem Statement 4 (Prioritized): There are many factors that contribute to academic success. **Root Cause:** School staff will uncover and activate social/emotional factors that impact school success.

Priority Problem Statements

Problem Statement 1: Teachers struggle to pinpoint specific literacy skills that are needed to move readers to the next text level.

Root Cause 1: The Diagnostic Reading Assessment has a limited scope.

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

Problem Statement 2: Some of our students start the school year with learning gaps.

Root Cause 2: Having a teacher new to the profession, lack of access to reading materials over the summer, or students coming from private schools or school districts outside of Texas.

Problem Statement 2 Areas: Demographics - Student Learning

Problem Statement 3: There are many factors that contribute to academic success.

Root Cause 3: School staff will uncover and activate social/emotional factors that impact school success.

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

Problem Statement 4: 5th grade teachers have students performing across a wide range of abilities.

Root Cause 4: 4th grade students scored below the district average in May 2023.

Problem Statement 4 Areas: Student Learning - School Processes & Programs

Problem Statement 5: Many of our extra-curricular programs are in need of volunteers.

Root Cause 5: Family priorities, inflation, and jobs outside the city limit parent involvement.

Problem Statement 5 Areas: Demographics - School Processes & Programs - Perceptions

Goals





Goal 1: Northwest ISD will provide personalized learning experiences and cultivate the growth and achievement of every student.

Performance Objective 1: Literacy

1.1 Our students will annually increase literacy proficiency to reach or exceed grade-level standards.

High Priority

Evaluation Data Sources: mClass, MAP, iReady, district and campus assessments

Strategy 1 Details	Reviews			
Strategy 1: Targeted phonics and word building instruction in K-3 using mClass data. Strategy's Expected Result/Impact: Learning gaps will be addressed in a timely manner with responsive small group instruction. Staff Responsible for Monitoring: Principal, Assistant Principal, Interventionists, K-3 teachers TEA Priorities: Build a foundation of reading and math Problem Statements: Student Learning 1 - School Processes & Programs 1	Formative			Summative
	Nov	Jan	Mar	May
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 1 Problem Statements:





Student Learning
Problem Statement 1: Teachers struggle to pinpoint specific literacy skills that are needed to move readers to the next text level. Root Cause: The Diagnostic Reading Assessment has a limited scope.
School Processes & Programs
Problem Statement 1: Teachers struggle to pinpoint specific literacy skills that are needed to move readers to the next text level. Root Cause: The Diagnostic Reading Assessment has a limited scope.

Goal 1: Northwest ISD will provide personalized learning experiences and cultivate the growth and achievement of every student.

Performance Objective 2: Academic Progress

1.2 Our students will achieve individualized academic goals to reach a year's growth or more in all content areas.

Evaluation Data Sources: Teacher and student data trackers
mClass, MAP, STAAR, district and campus assessments

Strategy 1 Details	Reviews			
Strategy 1: Student goal setting will be used to track progress of grade-level TEKS. Strategy's Expected Result/Impact: Students will increase awareness and ownership of their learning goals. Staff Responsible for Monitoring: Teachers, Interventionists, Administrators Problem Statements: Student Learning 4 - School Processes & Programs 2 - Perceptions 2	Formative			Summative
	Nov	Jan	Mar	May
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				





Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 4: There are many factors that contribute to academic success. Root Cause: School staff will uncover and activate social/emotional factors that impact school success.
School Processes & Programs
Problem Statement 2: There are many factors that contribute to academic success. Root Cause: School staff will uncover and activate social/emotional factors that impact school success.
Perceptions
Problem Statement 2: There are many factors that contribute to academic success. Root Cause: School staff will uncover and activate social/emotional factors that impact school success.

Goal 1: Northwest ISD will provide personalized learning experiences and cultivate the growth and achievement of every student.

Performance Objective 3: College, Career, Military & Life Readiness

1.3 Our students will graduate life ready and prepared for success in career, college, or military service.

Strategy 1 Details	Reviews			
Strategy 1: JES staff will offer activities that extend the learning beyond the classroom. (UBC, clubs, robotics, service projects, Destination Imagination, FFA, UIL, 5th grade Leadership Club, field trips, etc.) Strategy's Expected Result/Impact: Students will make curriculum connections and stretch themselves to explore a variety of activities. Staff Responsible for Monitoring: Principal, Assistant Principal, Librarian, GT teacher, Technology coaches, teachers Problem Statements: Demographics 2 - Student Learning 4 - School Processes & Programs 2, 4 - Perceptions 1, 2	Formative			Summative
	Nov	Jan	Mar	May
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 2: Many of our extra-curricular programs are in need of volunteers. Root Cause: Family priorities, inflation, and jobs outside the city limit parent involvement.
Student Learning
Problem Statement 4: There are many factors that contribute to academic success. Root Cause: School staff will uncover and activate social/emotional factors that impact school success.
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Goal 2: Northwest ISD will recruit, value, and retain highly effective staff prepared to meet the individual needs of our students and learning community.

Performance Objective 1: Recruit





2.1 Northwest ISD will have an unwavering commitment to attract and welcome high-quality staff.

Strategy 1 Details	Reviews			
Strategy 1: JES will increase the quantity and quality of Guest Educators to support our students. Strategy's Expected Result/Impact: - Students will receive a higher level of instruction when their teacher is absent. - Some Guest Educators will pursue full time jobs in Northwest ISD. Staff Responsible for Monitoring: Principal, Assistant Principal, Team Leaders, Teachers, Office Staff	Formative			Summative
	Nov	Jan	Mar	May
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

Goal 2: Northwest ISD will recruit, value, and retain highly effective staff prepared to meet the individual needs of our students and learning community.

Performance Objective 2: Value

2.2 Northwest ISD will invest in all staff through a culture of support, development, and empowerment to make a positive impact on the learning community.

Strategy 1 Details	Reviews			
Strategy 1: Use a private Facebook group to share evidence of instructional strategies during classroom walkthroughs. Strategy's Expected Result/Impact: Collective efficacy will grow as staff members swipe through posts on the "JES Influencers" Facebook page. Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor, and Interventionists Problem Statements: Student Learning 4 - School Processes & Programs 2 - Perceptions 2	Formative			Summative
	Nov	Jan	Mar	May
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				





Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 4: There are many factors that contribute to academic success. Root Cause: School staff will uncover and activate social/emotional factors that impact school success.
School Processes & Programs
Problem Statement 2: There are many factors that contribute to academic success. Root Cause: School staff will uncover and activate social/emotional factors that impact school success.
Perceptions
Problem Statement 2: There are many factors that contribute to academic success. Root Cause: School staff will uncover and activate social/emotional factors that impact school success.

Goal 2: Northwest ISD will recruit, value, and retain highly effective staff prepared to meet the individual needs of our students and learning community.

Performance Objective 3: Retain

2.3 Northwest ISD will retain highly effective staff through meaningful relationships, ongoing support, and professional growth opportunities.

Strategy 1 Details	Reviews			
Strategy 1: Coaching cycles with our 0-3 year teachers to discern data trends, plan small group instruction, and increase student engagement. Strategy's Expected Result/Impact: Teachers will feel supported as they build capacity using high yield instructional strategies. Staff Responsible for Monitoring: Principal, Assistant Principal, Mentor Coordinator, Counselor, Team Leaders Problem Statements: Student Learning 1 - School Processes & Programs 1	Formative			Summative
	Nov	Jan	Mar	May
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 3 Problem Statements:





Student Learning
Problem Statement 1: Teachers struggle to pinpoint specific literacy skills that are needed to move readers to the next text level. Root Cause: The Diagnostic Reading Assessment has a limited scope.
School Processes & Programs
Problem Statement 1: Teachers struggle to pinpoint specific literacy skills that are needed to move readers to the next text level. Root Cause: The Diagnostic Reading Assessment has a limited scope.

Goal 3: Northwest ISD will foster a safe environment and a culture of engagement that values the voices of all students, staff, families, and community members.

Performance Objective 1: Engagement

3.1 Northwest ISD will foster an environment of engagement with every member of our community through collaborative dialogue and partnership opportunities.

Strategy 1 Details	Reviews			
Strategy 1: Increase parent involvement and community outreach through our PTA events and membership. Strategy's Expected Result/Impact: Students will benefit from the time and resources of additional community partners. Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor, Office Staff. Problem Statements: Demographics 2 - School Processes & Programs 4 - Perceptions 1	Formative			Summative
	Nov	Jan	Mar	May

 No Progress
  Accomplished
  Continue/Modify
  Discontinue





Performance Objective 1 Problem Statements:

Demographics
Problem Statement 2: Many of our extra-curricular programs are in need of volunteers. Root Cause: Family priorities, inflation, and jobs outside the city limit parent involvement.
School Processes & Programs
Problem Statement 4: Many of our extra-curricular programs are in need of volunteers. Root Cause: Family priorities, inflation, and jobs outside the city limit parent involvement.
Perceptions
Problem Statement 1: Many of our extra-curricular programs are in need of volunteers. Root Cause: Family priorities, inflation, and jobs outside the city limit parent involvement.

Goal 3: Northwest ISD will foster a safe environment and a culture of engagement that values the voices of all students, staff, families, and community members.

Performance Objective 2: Culture

3.2 Northwest ISD will model and instill a culture of belonging where all students, staff, families, and community voices are heard and valued.

Strategy 1 Details	Reviews			
Strategy 1: Use "Reach and Respond" strategies to gather input from students, staff, and families. Strategy's Expected Result/Impact: Open and honest communication within our school community Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor, Office Staff, and PTA Exec Board. Problem Statements: Demographics 2 - School Processes & Programs 4 - Perceptions 1	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Hosting family support groups through a "Celebrating Minds of All Kinds" event. Strategy's Expected Result/Impact: Family and community awareness of learning differences and how to build on student strengths. Staff Responsible for Monitoring: Principal, Assistant Principal, Interventionists Counselor, Special Education Teachers Problem Statements: Demographics 1 - Student Learning 2, 4 - School Processes & Programs 2 - Perceptions 2	Formative			Summative
	Nov	Jan	Mar	May
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: Some of our students start the school year with learning gaps. Root Cause: Having a teacher new to the profession, lack of access to reading materials over the summer, or students coming from private schools or school districts outside of Texas.
Problem Statement 2: Many of our extra-curricular programs are in need of volunteers. Root Cause: Family priorities, inflation, and jobs outside the city limit parent involvement.
Student Learning
Problem Statement 2: Some of our students start the school year with learning gaps. Root Cause: Having a teacher new to the profession, lack of access to reading materials over the summer, or students coming from private schools or school districts outside of Texas.
Problem Statement 4: There are many factors that contribute to academic success. Root Cause: School staff will uncover and activate social/emotional factors that impact school success.

School Processes & Programs

Problem Statement 2: There are many factors that contribute to academic success. **Root Cause:** School staff will uncover and activate social/emotional factors that impact school success.

Problem Statement 4: Many of our extra-curricular programs are in need of volunteers. **Root Cause:** Family priorities, inflation, and jobs outside the city limit parent involvement.

Perceptions





Problem Statement 1: Many of our extra-curricular programs are in need of volunteers. **Root Cause:** Family priorities, inflation, and jobs outside the city limit parent involvement.

Problem Statement 2: There are many factors that contribute to academic success. **Root Cause:** School staff will uncover and activate social/emotional factors that impact school success.

Goal 3: Northwest ISD will foster a safe environment and a culture of engagement that values the voices of all students, staff, families, and community members.

Performance Objective 3: Safety

3.3 Northwest ISD will continuously improve, maintain and communicate systems of support to strengthen the physical and emotional well-being of our students, staff, and community.

Strategy 1 Details	Reviews			
Strategy 1: Empower families to serve the JES community through WatchDOGS and Big Brother/Big Sister. Strategy's Expected Result/Impact: Students, staff, and families will benefit from the reciprocity within our school community. Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor, Office Staff Problem Statements: Student Learning 4 - School Processes & Programs 2 - Perceptions 2	Formative			Summative
	Nov	Jan	Mar	May
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 3 Problem Statements:

Student Learning
Problem Statement 4: There are many factors that contribute to academic success. Root Cause: School staff will uncover and activate social/emotional factors that impact school success.
School Processes & Programs
Problem Statement 2: There are many factors that contribute to academic success. Root Cause: School staff will uncover and activate social/emotional factors that impact school success.
Perceptions
Problem Statement 2: There are many factors that contribute to academic success. Root Cause: School staff will uncover and activate social/emotional factors that impact school success.

Northwest Independent School District
Lakeview Elementary School
2023-2024 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.

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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
0.57%	15.36%	2.56%	1.36%	7.68%	7.38%	17.86%	6.8%	7.38%	12.43%	4.2%	15.15%	%	0

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 quality Tier 1 instruction so that every child's individual's needs are met. Our MTSS 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 by offering intervention support, our Watch DOGS are regularly on campus, volunteer moms are consistently working in the book room and teacher work room, etc. We work closely with PTA to support campus needs and are in constant communication throughout the year. Last year, PTA granted multiple educational grants for teachers and continue to provide digital subscriptions that challenge students based on individual needs.

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 relevant & tiered tasks to challenge them at their academic level.

Student Learning

Student Learning Summary

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	24	25	25	24	27	14	13	11	17	8	14	11	15

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
% Met	24	28	25	28	18	27	13	22	16	14	20	25	26

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
% Master	43	51	38	41	40	58	63	63	61	74	59	61	55

DRA 22-23					K	1	2	3	4	5
% On/Above Reading Level					73%	68%	72%	71%	83%	82%
% Met Growth Projection					74%	71%	76%	73%	80%	81%

MAP Growth	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	15.1	19	11.3	13	8.5	8	6.6	5
Math	15.8	17	14.2	18	12.7	15	11.8	9

Student Learning Strengths

At Lakeview, based on different data points and assessments, students display strong reading, science, and math skills. 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. Our goal is to make 15% growth in mastery scores.

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 17 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:** Students are not often aware of their own academic levels, progress, and expectations.

School Processes & Programs

School Processes & Programs Summary

Programs for Students and Intervention at Lakeview:

Our goal is to provide tiered & individualized Tier 1 instruction that will challenge students on their level so that they are making appropriate gains. We are a data driven campus and meet regularly to design quality lessons.

Support services include: Special Education Resource, Special Education inclusion support, Dyslexia/MTA program, reading and math intervention (MTSS), specific accommodations for special education and 504 plans, Reading Recovery (Resource teacher is trained to work with students), tutoring, guidance lessons by counselor, Gifted & Talented, SEL Task Force, Behavior Support Committee.

Programs, Extracurricular, and Organization: Bobcat Families, Book Joy Club (parent volunteer reading intervention), Watch DOGS, parent mentors, small group counseling, guidance lessons, morning meetings aligned to counselor guidance lessons, Student Council, Book Club, UIL, Destination Imagination, Math Club, and 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, MTSS, and PLCs are used to discuss each student and his or her needs.

Our professional development is based on a four-week rotation schedule: Campus Time, Team Time, Data Time, Me Time. This allows us to have intentional PLCs 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.
- 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 to the 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.
- Bobcat Families - House system that allows us to grow as a community

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 SEL Committee meets to design morning meetings that are aligned to counselor guidance lessons, which are also aligned to district SEL components. 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 Leader character traits : Integrity, Empathy, Humble, Patience, Perseverance, and Dependable. 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 "Game On" to analyze our educational game and align our practices. 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 Game ON has been woven throughout our campus environment. Students will be encouraged to reflect and analyze their own educational game and make appropriate adjustments.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): We have to find ways to interject our morning meeting SEL lessons and character traits throughout each day in order to address misbehavior.

Root Cause: Teachers feel the pressures of achieving academic mastery and find it difficult to integrate the social-emotional objective within their instructional lesson.

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 validated 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.

OHI data reveals that our teachers feel supported, have a focus on our vision, 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 (Class Parties, Bobcat Family Fun Night, 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

Math Club

Sculpture Club

Run Club

Help Wanted Positions - Announcement Assistants, Door Greets, PE Assistants, Kinder Helpers, etc.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): It is important that all staff are aligned in our procedures, practices, and expectations to best support student behavior. **Root Cause:** We did not have a visible behavior support system written in one collective document , causing teachers to use a variety of strategies that worked for their needs instead of using an aligned practice.

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 relevant & tiered tasks to challenge them at their academic level.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Students are exhibiting gaps in making a year's growth on reading levels.

Root Cause 2: Students are not often aware of their own academic levels, progress, and expectations.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: We have to find ways to interject our morning meeting SEL lessons and character traits throughout each day in order to address misbehavior.

Root Cause 3: Teachers feel the pressures of achieving academic mastery and find it difficult to integrate the social-emotional objective within their instructional lesson.

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: It is important that all staff are aligned in our procedures, practices, and expectations to best support student behavior.

Root Cause 4: We did not have a visible behavior support system written in one collective document, causing teachers to use a variety of strategies that worked for their needs instead of using an aligned practice.

Problem Statement 4 Areas: Perceptions





Goals

Goal 1: Northwest ISD will provide personalized learning experiences and cultivate the growth and achievement of every student.

Performance Objective 1: Literacy

1.1 Our students will annually increase literacy proficiency to reach or exceed grade-level standards.

Evaluation Data Sources: PreK EOY Kinder Readiness Assessment; mClass, 3-5 STAAR Reading, Math, Science; 2-5 MAP data; MTSS

Strategy 1 Details	Reviews			
Strategy 1: Students will respond in writing once a week using grade-level standards, expectations, and content-specific vocabulary. Strategy's Expected Result/Impact: Increased comprehension, academic vocabulary, and writing fluency Staff Responsible for Monitoring: Teachers, Support Staff, Administrators Problem Statements: Demographics 1	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Every teacher will design one cross-curricular lesson a week to enhance critical thinking and support literacy across all content areas. Strategy's Expected Result/Impact: Relevance, increased comprehension, academic vocabulary, and writing fluency Staff Responsible for Monitoring: Teachers, Support Staff, Administrators Problem Statements: Demographics 1	Formative			Summative
	Nov	Jan	Mar	May
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 1 Problem Statements:

Demographics
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: Students have instructional gaps and struggle with grade level content due to their learning disabilities, needing relevant & tiered tasks to challenge them at their academic level.

Goal 1: Northwest ISD will provide personalized learning experiences and cultivate the growth and achievement of every student.

Performance Objective 2: Academic Progress

1.2 Our students will achieve individualized academic goals to reach a year's growth or more in all content areas.

Evaluation Data Sources: MAP, mClass, MTSS, STAAR

Strategy 1 Details	Reviews			
Strategy 1: Students will engage in intentional student goal setting- monitoring, tracking, reflection, updating. Strategy's Expected Result/Impact: Increased student awareness in their own learning, year's growth Staff Responsible for Monitoring: Teachers, Support Staff, Administrators Problem Statements: Student Learning 1	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Every student receives data-driven, TEKS aligned, small group instruction at their level in Math and ELA at least once a week Strategy's Expected Result/Impact: Increased student awareness in their own learning, year's growth, students challenged at their own academic level Staff Responsible for Monitoring: Teachers, Support Staff, Administrators Problem Statements: Demographics 1	Formative			Summative
	Nov	Jan	Mar	May
<div><div><div><div></div></div><div>0%</div></div>No Progress</div> <div><div><div></div></div><div>100%</div></div> Accomplished <div><div><div></div></div><div></div></div> <div>Continue/Modify</div> <div><div><div></div></div><div></div></div> <div>Discontinue</div>				





Performance Objective 2 Problem Statements:

Demographics
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: Students have instructional gaps and struggle with grade level content due to their learning disabilities, needing relevant & tiered tasks to challenge them at their academic level.
Student Learning
Problem Statement 1: Students are exhibiting gaps in making a year's growth on reading levels. Root Cause: Students are not often aware of their own academic levels, progress, and expectations.

Goal 1: Northwest ISD will provide personalized learning experiences and cultivate the growth and achievement of every student.

Performance Objective 3: College, Career, Military & Life Readiness

1.3 Our students will graduate life ready and prepared for success in career, college, or military service.

Strategy 1 Details		Reviews			
Strategy 1: Aligned morning meetings to counselor guidance lessons and Lakeview Leader traits Strategy's Expected Result/Impact: Increased social-emotional health among students Staff Responsible for Monitoring: Teachers, Support Staff, Administrators Problem Statements: School Processes & Programs 1		Formative			Summative
		Nov	Jan	Mar	May
 No Progress		 Accomplished		 Continue/Modify	
				 Discontinue	

Performance Objective 3 Problem Statements:





School Processes & Programs
Problem Statement 1: We have to find ways to interject our morning meeting SEL lessons and character traits throughout each day in order to address misbehavior. Root Cause: Teachers feel the pressures of achieving academic mastery and find it difficult to integrate the social-emotional objective within their instructional lesson.

Goal 2: Northwest ISD will recruit, value, and retain highly effective staff prepared to meet the individual needs of our students and learning community.

Performance Objective 1: Recruit

2.1 Northwest ISD will have an unwavering commitment to attract and welcome high-quality staff.

Evaluation Data Sources: Teacher Surveys, Turnover Rate

Strategy 1 Details		Reviews			
Strategy 1: We will align our campus-wide behavior management and support system so that we are all aligned in our practices and expectations. Strategy's Expected Result/Impact: Retain high quality staff Staff Responsible for Monitoring: All staff Problem Statements: Perceptions 1		Formative			Summative
		Nov	Jan	Mar	May
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>					

Performance Objective 1 Problem Statements:

Perceptions
Problem Statement 1: It is important that all staff are aligned in our procedures, practices, and expectations to best support student behavior. Root Cause: We did not have a visible behavior support system written in one collective document , causing teachers to use a variety of strategies that worked for their needs instead of using an aligned practice.





Goal 2: Northwest ISD will recruit, value, and retain highly effective staff prepared to meet the individual needs of our students and learning community.

Performance Objective 2: Value

2.2 Northwest ISD will invest in all staff through a culture of support, development, and empowerment to make a positive impact on the learning community.

Evaluation Data Sources: Teacher Surveys, Turnover Rate

Strategy 1 Details	Reviews			
Strategy 1: Classroom teachers will collaborate with instructional support staff at protected times at least three times per year. Strategy's Expected Result/Impact: Retaining high quality staff Staff Responsible for Monitoring: All staff Problem Statements: Perceptions 1	Formative			Summative
	Nov	Jan	Mar	May

 No Progress
  Accomplished
  Continue/Modify
  Discontinue





Performance Objective 2 Problem Statements:

Perceptions
Problem Statement 1: It is important that all staff are aligned in our procedures, practices, and expectations to best support student behavior. Root Cause: We did not have a visible behavior support system written in one collective document , causing teachers to use a variety of strategies that worked for their needs instead of using an aligned practice.

Goal 2: Northwest ISD will recruit, value, and retain highly effective staff prepared to meet the individual needs of our students and learning community.

Performance Objective 3: Retain

2.3 Northwest ISD will retain highly effective staff through meaningful relationships, ongoing support, and professional growth opportunities.

Strategy 1 Details	Reviews			
Strategy 1: Implementation of Bobcat Family system to develop relationships and support campus-wide culture and morale Strategy's Expected Result/Impact: Discipline Data, Teacher Surveys, Turnover Data Staff Responsible for Monitoring: All staff and students Problem Statements: Perceptions 1	Formative			Summative
	Nov	Jan	Mar	May
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				





Performance Objective 3 Problem Statements:

Perceptions
Problem Statement 1: It is important that all staff are aligned in our procedures, practices, and expectations to best support student behavior. Root Cause: We did not have a visible behavior support system written in one collective document , causing teachers to use a variety of strategies that worked for their needs instead of using an aligned practice.

Goal 3: Northwest ISD will foster a safe environment and a culture of engagement that values the voices of all students, staff, families, and community members.

Performance Objective 1: Engagement

3.1 Northwest ISD will foster an environment of engagement with every member of our community through collaborative dialogue and partnership opportunities.

Strategy 1 Details	Reviews			
Strategy 1: Teachers will plan for intentional and authentic student discourse once per week. Strategy's Expected Result/Impact: To create a safe, healthy environment in which students are able to collaborate and communicate in a productive manner Staff Responsible for Monitoring: All staff Problem Statements: Demographics 1	Formative			Summative
	Nov	Jan	Mar	May
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				





Performance Objective 1 Problem Statements:

Demographics
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: Students have instructional gaps and struggle with grade level content due to their learning disabilities, needing relevant & tiered tasks to challenge them at their academic level.

Goal 3: Northwest ISD will foster a safe environment and a culture of engagement that values the voices of all students, staff, families, and community members.

Performance Objective 2: Culture

3.2 Northwest ISD will model and instill a culture of belonging where all students, staff, families, and community voices are heard and valued.

Strategy 1 Details	Reviews			
Strategy 1: Implementation of Bobcat Family system to unite students and staff across grade levels Strategy's Expected Result/Impact: Increased sense of belonging among students, staff, and families Staff Responsible for Monitoring: All students and staff Problem Statements: Perceptions 1	Formative			Summative
	Nov	Jan	Mar	May
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 2 Problem Statements:





Perceptions
Problem Statement 1: It is important that all staff are aligned in our procedures, practices, and expectations to best support student behavior. Root Cause: We did not have a visible behavior support system written in one collective document, causing teachers to use a variety of strategies that worked for their needs instead of using an aligned practice.

Goal 3: Northwest ISD will foster a safe environment and a culture of engagement that values the voices of all students, staff, families, and community members.

Performance Objective 3: Safety

3.3 Northwest ISD will continuously improve, maintain and communicate systems of support to strengthen the physical and emotional well-being of our students, staff, and community.

Strategy 1 Details	Reviews			
Strategy 1: Aligned morning meetings to counselor guidance lessons and Lakeview Leader traits that will be integrated throughout a student's day Strategy's Expected Result/Impact: Students will feel safe to express their thoughts, increased feelings of validation Staff Responsible for Monitoring: All staff Problem Statements: School Processes & Programs 1	Formative			Summative
	Nov	Jan	Mar	May

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 3 Problem Statements:

School Processes & Programs
Problem Statement 1: We have to find ways to interject our morning meeting SEL lessons and character traits throughout each day in order to address misbehavior. Root Cause: Teachers feel the pressures of achieving academic mastery and find it difficult to integrate the social-emotional objective within their instructional lesson.

Northwest Independent School District
Clara Love Elementary
2023-2024 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.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Clara Love is a PK-5th grade Title I elementary school in Northwest ISD serving 880 students. Our demographic data over time has shown an increase in all sub-pops. Our economically disadvantaged population has increased the most growing to 53%.

Our student population is 44% White, 30% Hispanic, 16% African American, 1% American Indian/Alaska Native, and 3% Asian. Our at-risk population is 47% and our SpEd population is 24%, EL learners is 13%, GT students 6% and 504 is 6%.

Students at Clara Love Elementary School are served by 36 general education teachers, four specials teachers, five interventionist/reading/dyslexia teachers, eight special education/GT staff, and four educational assistants. Other non-instructional staff (diagnostician, campus instructional teacher, behavior interventionist, nurse, etc...). Clara Love did not have a permanent counselor all year. CIS housed a specialist at Clara Love. 34 out of 41 general education teachers remained on staff and will be returning. That makes our retention rate 83% for the 23-24 school year.

White	Hispanic	African American	American Indian/Alaska Native	Asian	Economically Disadvantaged	Special Education	504	Dyslexia	GT	EL	At-Risk	RTI	Homeless
44%	30%	16%	1%	3%	53%	24%	6%	7%	6%	13%	47%	%	44

Demographics Strengths

Our BOY campus enrollment for MTSS was 215. EOY numbers were 182. During the same time, our total enrollment grew from 760 to 814. We had 87 students exit MTSS intervention successfully while our overall population grew by 44 students.

Our first grade team had 76% of students meeting EOY expectation for DRA which ranks #4 in the district overall and #1 in growth.

Our African American and Hispanic students are performing above district average on MAPS assessments.

STAAR READING 2023

District 3rd Reading	Clara Love 3rd Reading	District 4th Reading	Clara Love 4th Reading	District 5th Reading	Clara Love 5th Reading
82%	74%	84%	67%	88%	84%
	16/20		20/20		15/20

STAAR MATH 2023

District 3rd Math	Clara Love 3rd Math	District 4th Math	Clara Love 4th Math	District 5th Math	Clara Love 5th Math
75%	64%	71%	47%	82%	61%
	17/20		18/20		19/20

Problem Statements Identifying Demographics Needs

Problem Statement 1: Clara Love students have failed to meet achievement and growth expectations among our white and SPED sub pop as measured by STAAR, CBA, MAP, and DRA assessments. **Root Cause:** 1. Students missing instruction due to high number of office referrals. 2. The use of formative and summative assessments to drive instruction and plan using backwards design is inconsistent across the campus. 3. Continuous whole group and small group rigorous instruction using backwards design that align with TEKS 4. Code of conduct misaligned with campus response with behavior

Problem Statement 2 (Prioritized): Clara Love students fall below the district grade level expectations in meets and masters. **Root Cause:** 1. Clear planning, instruction, and monitoring with expectations and accountability. 2. Strengthen vertical alignment with feedback 3. PLC with clear expectations and follow up meetings in ILT 4. Strong alignment with formative and summative assessments to drive instruction. 5. Teachers using response strategies to formatively assess students

Student Learning

Student Learning Summary

Clara Love students are performing at or above like common schools. We are showing slow growth in our MAP, DRA, and CBA data. Our biggest celebrations come from our DRA data in first grade and our growth with second and third. STAAR scores are pending.

DRA DATA 22-23:

Grade Level	BOY	EOY	District %	Rank	Growth
Kinder		63%	73%	19/20	5.95
First	70%	76%	69%	4/20	13
Second	66%	70%	72%	13/20	9
Third	62%	66%	72%	13/20	8
Fourth	73%	72%	83%	20/20	3.14
Fifth	75%	74%	82%	16/20	8.6

Interim Benchmark 22-23 Data:

READING:

Grade Level	Clara Love	District
Third	33% DNM	25% DNM
Fourth	28% DNM	15% DNM
Fifth	27% DNM	20% DNM

Interim Benchmark 22-23 Data:

MATH:

Grade Level	Clara Love	District	Rank
Third	59% DNM	42% DNM	15/20
Fourth	32% DNM	15%	20/20
Fifth	28%	21%	16/20

Interim Benchmark 22-23 Data:

Science:

Grade Level	Clara Love	District	Rank
Fifth	51% DNM	43% DNM	14/20

STAAR READING 2023

District 3rd Reading	Clara Love 3rd Reading	District 4th Reading	Clara Love 4th Reading	District 5th Reading	Clara Love 5th Reading
82%	74%	84%	67%	88%	84%
	16/20		20/20		15/20

STAAR MATH 2023

District 3rd Math	Clara Love 3rd Math	District 4th Math	Clara Love 4th Math	District 5th Math	Clara Love 5th Math
75%	64%	71%	47%	82%	61%
	17/20		18/20		19/20

Student Learning Strengths

DRA:

3 out of 6 of our grade levels are performing on or above grade level in our DRA data. Our first grade students were ranked number 4 in the district for achievement and number 1 in growth. Our 2nd and 3rd grade students are performing 2-3% close to district average.

BENCHMARK:

Reading - our 3rd and 5th grade students out performed like schools and were within 7-8 percentage points from district averages.

Math - our 5th grade students out performed like schools and were within 7 percentage points from district averages.

Science - Our 5th Grade students out performed like schools and were within 8 percentage points from district averages.

Our STAAR data is very comparable to our benchmark. Our 3rd and 5th grade reading achievement grew by 4-7% from our benchmark scores to our STAAR scores.

STAAR READING 2023

District 3rd Reading	Clara Love 3rd Reading	District 4th Reading	Clara Love 4th Reading	District 5th Reading	Clara Love 5th Reading
82%	74%	84%	67%	88%	84%
	16/20		20/20		15/20

STAAR MATH 2023

District 3rd Math	Clara Love 3rd Math	District 4th Math	Clara Love 4th Math	District 5th Math	Clara Love 5th Math
75%	64%	71%	47%	82%	61%
	17/20		18/20		19/20

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:** 1. Clear planning, instruction, and monitoring with expectations and accountability. 2. Strengthen vertical alignment with feedback 3. PLC with clear expectations and follow up meetings in ILT 4. Strong alignment with formative and summative assessments to drive instruction. 5. Teachers using response strategies to formatively assess students

Problem Statement 2: Clara Love students have failed to meet achievement and growth expectations among our white and SPED sub pop as measured by STAAR, CBA, MAP, and DRA assessments. **Root Cause:** 1. Students missing instruction due to high number of office referrals. 2. The use of formative and summative assessments to drive instruction and plan using backwards design is inconsistent across the campus. 3. Continuous whole group and small group rigorous instruction using backwards design that align with TEKS 4. Code of conduct misaligned with campus response with behavior

Problem Statement 3: The campus has had inconsistent and lack of implementation of social-emotional programs and behavioral process. **Root Cause:** 1. Increased behaviors that interfered with instruction 2. Not all campus staff was GE certified 3. Lack of access to full time counselor 4. Change in leadership and behavior programs

School Processes & Programs

School Processes & Programs Summary

- Our ILT and OLT members were chosen using an application process.
- Our ILT meets monthly to discuss instruction and data.
- Our OLT meets monthly to discuss campus operational processes.
- 22-23 utilized Great Expectations training, but 23-24 will focus on the 9 Principles of Positive Behavior Support by Dan St. Romain.
- Behavior Interventionists will continue to provide coaching cycles and students support for the teachers to use in the classrooms.
- Our CIT will continue to provide coaching cycles on instruction and teacher support to support.
- Interventionist support includes MTSS, Dyslexia specialists, Reading Recovery, GT specialist, Librarian, CIT, EB support, and Behavior Interventionists.
- Intentional Monitoring with a focus on Tier 1 instructional strategies and Tier 1 Intervention will be implemented.
- All In Learning program will be used for data disaggregation, informal assessments, and intervention strategies.
- Monthly PLCs dedicated to MTSS data and student growth. Next steps for T1, T2 and T# support in the classroom are developed.
- Community in Schools is a partner that supports our students and campus along with our entire learning community.
- PD and CIP is developed and executed using a team of teachers, support staff and administration.

School Processes & Programs Strengths

- New administration implemented The Weekly Attendance challenge to increase the attendance rate starting in November.
- Incentive programs for student behavior (The Golden Coin) were implemented to curb off-task behaviors during unstructured times.
- Increase in communication using ParentSquare for parents and staff.
- Increased partnerships with our PTA and our family involvement activities.
- Teacher incentives were implemented for weekly Roundup meetings.
- CIT coaching cycles with all teachers based on individual teacher needs.
- Mentor/Mentee program has been a strength with our new teachers. 3-4 meetings a year with check-ins two times a month.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): The campus has had inconsistent and lack of implementation of social-emotional programs and behavioral process. **Root Cause:** 1. Increased behaviors that interfered with instruction 2. Not all campus staff was GE certified 3. Lack of access to full time counselor 4. Change in leadership and behavior programs

Problem Statement 2: Clara Love students have failed to meet achievement and growth expectations among our white and SPED sub pop as measured by STAAR, CBA, MAP, and DRA assessments. **Root Cause:** 1. Students missing instruction due to high number of office referrals. 2. The use of formative and summative assessments to drive instruction and plan using backwards design is inconsistent across the campus. 3. Continuous whole group and small group rigorous instruction using backwards design that align with TEKS 4. Code of conduct misaligned with campus response with behavior

Problem Statement 3 (Prioritized): Clara Love students fall below the district grade level expectations in meets and masters. **Root Cause:** 1. Clear planning, instruction, and monitoring with expectations and accountability. 2. Strengthen vertical alignment with feedback 3. PLC with clear expectations and follow up meetings in ILT 4. Strong alignment with formative and summative assessments to drive instruction. 5. Teachers using response strategies to formatively assess students

Problem Statement 4: The campus has had inconsistent and lack of implementation of social-emotional programs and behavioral process. **Root Cause:** 1. Increased behaviors that interfered with instruction 2. Not all campus staff was GE certified 3. Lack of access to full time counselor 4. Change in leadership and behavior programs

Perceptions

Perceptions Summary

Staff Retention: Clara Love increased staff retention over previous years with 83% of general education teachers returning.

Staff Surveys: Clara Love staff was surveyed 4 different times this year and data was analyzed and acted upon to increase efficiency and morale. One on one meetings between staff members and the new principal with a focus on strengths and weaknesses of the campus. The top strengths that came from the surveys and one on ones were 1. An increase in consistent behavior support. 2. A focus on instruction for all students. The top weaknesses that were shared were 1. A lack of clarity on staff expectations and 2. minimal interactions within the academic classrooms beyond the assigned teacher.

The interview process was changed to reflect on positive happenings within Clara Love and to evaluate the strengths and needs of potential candidates. Communication with HR has increased dramatically to ensure that the best applicants are considered for Clara Love students.

Perceptions Strengths

- Staff retention and success in hiring top candidates.
- Aligned focus for behavior and instruction.
- Behavior Interventionists and administration providing support and building capacity for behavior students.
- Teacher voices heard and systems to celebrate growth and successes streamlined.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: The campus has had inconsistent and lack of implementation of social-emotional programs and behavioral process. **Root Cause:** 1. Increased behaviors that interfered with instruction 2. Not all campus staff was GE certified 3. Lack of access to full time counselor 4. Change in leadership and behavior programs

Problem Statement 2 (Prioritized): The campus has had inconsistent and lack of implementation of social-emotional programs and behavioral process. **Root Cause:** 1. Increased behaviors that interfered with instruction 2. Not all campus staff was GE certified 3. Lack of access to full time counselor 4. Change in leadership and behavior programs

Priority Problem Statements

Problem Statement 1: The campus has had inconsistent and lack of implementation of social-emotional programs and behavioral process.

Root Cause 1: 1. Increased behaviors that interfered with instruction 2. Not all campus staff was GE certified 3. Lack of access to full time counselor 4. Change in leadership and behavior programs

Problem Statement 1 Areas: School Processes & Programs - Perceptions

Problem Statement 2: Clara Love students fall below the district grade level expectations in meets and masters.

Root Cause 2: 1. Clear planning, instruction, and monitoring with expectations and accountability. 2. Strengthen vertical alignment with feedback 3. PLC with clear expectations and follow up meetings in ILT 4. Strong alignment with formative and summative assessments to drive instruction. 5. Teachers using response strategies to formatively assess students

Problem Statement 2 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
- HB3 CCMR goals
- 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
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Local Accountability Systems (LAS) data

Student Data: Assessments

- State and federally required assessment information
- 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 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

- 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
- 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
- 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
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- T-TESS data

Parent/Community Data

- Parent surveys and/or other feedback
- 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: Northwest ISD will provide personalized learning experiences and cultivate the growth and achievement of every student.

Performance Objective 1: Literacy

1.1 Our students will annually increase literacy proficiency to reach or exceed grade-level standards.

Strategy 1 Details	Reviews			
Strategy 1: To increase Tier 1 instruction, our top 5 focuses are Learning Targets, responsive small groups, academic vocabulary, intentional monitoring and decreasing student behavior referrals. Our ILT, PLC, coaching cycles, and district support will be dedicated to increasing student achievement by intentional Tier 1 instruction. Strategy's Expected Result/Impact: ALL students will make growth and 75% of Clara Love students will make at least one year's growth as measured by MAP, reading inventories, reading CBAs, and STAAR. Staff Responsible for Monitoring: Admin, teachers, CIT, specialist, and district coaches. Problem Statements: Demographics 2 - Student Learning 1 - School Processes & Programs 3	Formative			Summative
	Nov	Jan	Mar	May
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				





Performance Objective 1 Problem Statements:

Demographics
Problem Statement 2: Clara Love students fall below the district grade level expectations in meets and masters. Root Cause: 1. Clear planning, instruction, and monitoring with expectations and accountability. 2. Strengthen vertical alignment with feedback 3. PLC with clear expectations and follow up meetings in ILT 4. Strong alignment with formative and summative assessments to drive instruction. 5. Teachers using response strategies to formatively assess students
Student Learning
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School Processes & Programs
Problem Statement 3: Clara Love students fall below the district grade level expectations in meets and masters. Root Cause: 1. Clear planning, instruction, and monitoring with expectations and accountability. 2. Strengthen vertical alignment with feedback 3. PLC with clear expectations and follow up meetings in ILT 4. Strong alignment with formative and summative assessments to drive instruction. 5. Teachers using response strategies to formatively assess students

Goal 1: Northwest ISD will provide personalized learning experiences and cultivate the growth and achievement of every student.

Performance Objective 2: Academic Progress

1.2 Our students will achieve individualized academic goals to reach a year's growth or more in all content areas.

Strategy 1 Details		Reviews			
Strategy 1: To increase Tier 1 instruction, our top 5 focuses are Learning Targets, responsive small groups, academic vocabulary, intentional monitoring and decreasing student behavior referrals. Our ILT, PLC, coaching cycles, and district support will be dedicated to increasing student achievement by intentional Tier 1 instruction. Strategy's Expected Result/Impact: ALL students will make growth and 75% of Clara Love students will make at least one year's growth. Staff Responsible for Monitoring: Admin, teachers, CIT, specialist, and district coaches. Problem Statements: Demographics 2 - Student Learning 1 - School Processes & Programs 3		Formative			Summative
		Nov	Jan	Mar	May
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>					





Performance Objective 2 Problem Statements:

Demographics
Problem Statement 2: Clara Love students fall below the district grade level expectations in meets and masters. Root Cause: 1. Clear planning, instruction, and monitoring with expectations and accountability. 2. Strengthen vertical alignment with feedback 3. PLC with clear expectations and follow up meetings in ILT 4. Strong alignment with formative and summative assessments to drive instruction. 5. Teachers using response strategies to formatively assess students
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Problem Statement 1: Clara Love students fall below the district grade level expectations in meets and masters. Root Cause: 1. Clear planning, instruction, and monitoring with expectations and accountability. 2. Strengthen vertical alignment with feedback 3. PLC with clear expectations and follow up meetings in ILT 4. Strong alignment with formative and summative assessments to drive instruction. 5. Teachers using response strategies to formatively assess students
School Processes & Programs
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Goal 1: Northwest ISD will provide personalized learning experiences and cultivate the growth and achievement of every student.

Performance Objective 3: College, Career, Military & Life Readiness

1.3 Our students will graduate life ready and prepared for success in career, college, or military service.

Strategy 1 Details	Reviews			
Strategy 1: We will conduct PLCs to backwards design, so that we can strengthen Tier 1 instruction, provide personalized learning experiences, and be responsive to students' needs through differentiated small groups. Strategy's Expected Result/Impact: ALL students will make growth and 75% of Clara Love students will make at least one year's growth. Staff Responsible for Monitoring: Admin, teachers, CIT, specialist, and district coaches. Problem Statements: Demographics 2 - Student Learning 1 - School Processes & Programs 3	Formative			Summative
	Nov	Jan	Mar	May
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 2: Clara Love students fall below the district grade level expectations in meets and masters. Root Cause: 1. Clear planning, instruction, and monitoring with expectations and accountability. 2. Strengthen vertical alignment with feedback 3. PLC with clear expectations and follow up meetings in ILT 4. Strong alignment with formative and summative assessments to drive instruction. 5. Teachers using response strategies to formatively assess students
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School Processes & Programs
Problem Statement 3: Clara Love students fall below the district grade level expectations in meets and masters. Root Cause: 1. Clear planning, instruction, and monitoring with expectations and accountability. 2. Strengthen vertical alignment with feedback 3. PLC with clear expectations and follow up meetings in ILT 4. Strong alignment with formative and summative assessments to drive instruction. 5. Teachers using response strategies to formatively assess students

Goal 2: Northwest ISD will recruit, value, and retain highly effective staff prepared to meet the individual needs of our students and learning community.

Performance Objective 1: Recruit

2.1 Northwest ISD will have an unwavering commitment to attract and welcome high-quality staff.

Strategy 1 Details	Reviews			
Strategy 1: We will ensure our positive culture, academic success, and our brand is communicated at Job Fairs and other recruiting events in partnership with HR. Strategy's Expected Result/Impact: To hire and retain the best highly qualified applicants. Staff Responsible for Monitoring: Admin, CIT and leadership team Problem Statements: School Processes & Programs 1 - Perceptions 2	Formative			Summative
	Nov	Jan	Mar	May
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				





Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 1: The campus has had inconsistent and lack of implementation of social-emotional programs and behavioral process. Root Cause: 1. Increased behaviors that interfered with instruction 2. Not all campus staff was GE certified 3. Lack of access to full time counselor 4. Change in leadership and behavior programs
Perceptions
Problem Statement 2: The campus has had inconsistent and lack of implementation of social-emotional programs and behavioral process. Root Cause: 1. Increased behaviors that interfered with instruction 2. Not all campus staff was GE certified 3. Lack of access to full time counselor 4. Change in leadership and behavior programs

Goal 2: Northwest ISD will recruit, value, and retain highly effective staff prepared to meet the individual needs of our students and learning community.

Performance Objective 2: Value

2.2 Northwest ISD will invest in all staff through a culture of support, development, and empowerment to make a positive impact on the learning community.

Strategy 1 Details		Reviews			
Strategy 1: We will increase communication with a level of consistency and transparency through Parent Square, email, check-in, and meetings. The campus will increase supporting student behaviors through the 9 Principles. We will create a culture of shared leadership by utilizing our support staff, so that all teacher's classroom and instructional needs are met. Strategy's Expected Result/Impact: We will increase our retention rate from 83% to 90%. Staff Responsible for Monitoring: Admin, teachers, CIT, CIS, counselor, teachers, support staff, and specialist. Problem Statements: Demographics 2 - Student Learning 1 - School Processes & Programs 3		Formative			Summative
		Nov	Jan	Mar	May
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>					

Performance Objective 2 Problem Statements:


Demographics
Problem Statement 2: Clara Love students fall below the district grade level expectations in meets and masters. Root Cause: 1. Clear planning, instruction, and monitoring with expectations and accountability. 2. Strengthen vertical alignment with feedback 3. PLC with clear expectations and follow up meetings in ILT 4. Strong alignment with formative and summative assessments to drive instruction. 5. Teachers using response strategies to formatively assess students
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School Processes & Programs
Problem Statement 3: Clara Love students fall below the district grade level expectations in meets and masters. Root Cause: 1. Clear planning, instruction, and monitoring with expectations and accountability. 2. Strengthen vertical alignment with feedback 3. PLC with clear expectations and follow up meetings in ILT 4. Strong alignment with formative and summative assessments to drive instruction. 5. Teachers using response strategies to formatively assess students


Goal 2: Northwest ISD will recruit, value, and retain highly effective staff prepared to meet the individual needs of our students and learning community.


Performance Objective 3: Retain


2.3 Northwest ISD will retain highly effective staff through meaningful relationships, ongoing support, and professional growth opportunities.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Performance Objective 3 Problem Statements:





School Processes & Programs
Problem Statement 1: The campus has had inconsistent and lack of implementation of social-emotional programs and behavioral process. Root Cause: 1. Increased behaviors that interfered with instruction 2. Not all campus staff was GE certified 3. Lack of access to full time counselor 4. Change in leadership and behavior programs
Perceptions
Problem Statement 2: The campus has had inconsistent and lack of implementation of social-emotional programs and behavioral process. Root Cause: 1. Increased behaviors that interfered with instruction 2. Not all campus staff was GE certified 3. Lack of access to full time counselor 4. Change in leadership and behavior programs

Goal 3: Northwest ISD will foster a safe environment and a culture of engagement that values the voices of all students, staff, families, and community members.

Performance Objective 1: Engagement

3.1 Northwest ISD will foster an environment of engagement with every member of our community through collaborative dialogue and partnership opportunities.

Strategy 1 Details	Reviews			
Strategy 1: We will increase partnerships by inviting other stakeholders to participate in our Love Walks. We will be partnering with a local church to create a community pantry for our community members. Strategy's Expected Result/Impact: Increase positive community awareness and commination about our school, programs and the great things happening on campus that benefit students. Staff Responsible for Monitoring: Admin, CIS, counselor, CIT, teachers, specialists, office staff, and stakeholders. Problem Statements: School Processes & Programs 1 - Perceptions 2	Formative			Summative
	Nov	Jan	Mar	May

 No Progress
  Accomplished
  Continue/Modify
  Discontinue





Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 1: The campus has had inconsistent and lack of implementation of social-emotional programs and behavioral process. Root Cause: 1. Increased behaviors that interfered with instruction 2. Not all campus staff was GE certified 3. Lack of access to full time counselor 4. Change in leadership and behavior programs
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Goal 3: Northwest ISD will foster a safe environment and a culture of engagement that values the voices of all students, staff, families, and community members.

Performance Objective 2: Culture

3.2 Northwest ISD will model and instill a culture of belonging where all students, staff, families, and community voices are heard and valued.

Strategy 1 Details	Reviews			
Strategy 1: We will increase leadership opportunities by adding communities to support our teachers and students. Strategy's Expected Result/Impact: We will increase retention from 83% to 90% Staff Responsible for Monitoring: Admin, teachers, support staff, district staff, CIT, CIS, counselor, specialist, and office staff. Problem Statements: School Processes & Programs 1 - Perceptions 2	Formative			Summative
	Nov	Jan	Mar	May
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				





Performance Objective 2 Problem Statements:

School Processes & Programs
Problem Statement 1: The campus has had inconsistent and lack of implementation of social-emotional programs and behavioral process. Root Cause: 1. Increased behaviors that interfered with instruction 2. Not all campus staff was GE certified 3. Lack of access to full time counselor 4. Change in leadership and behavior programs
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Problem Statement 2: The campus has had inconsistent and lack of implementation of social-emotional programs and behavioral process. Root Cause: 1. Increased behaviors that interfered with instruction 2. Not all campus staff was GE certified 3. Lack of access to full time counselor 4. Change in leadership and behavior programs

Goal 3: Northwest ISD will foster a safe environment and a culture of engagement that values the voices of all students, staff, families, and community members.

Performance Objective 3: Safety

3.3 Northwest ISD will continuously improve, maintain and communicate systems of support to strengthen the physical and emotional well-being of our students, staff, and community.

Strategy 1 Details		Reviews			
Strategy 1: Our CIS and counselor will increase community support by continuing the community pantry, Care Closet, and supporting community members. We will add campus security personnel daily. We have partnered with Safety and Security to streamline our arrival and dismissal processes. Strategy's Expected Result/Impact: 100% of students will arrive and leave Clara Love safely. We will meet our students' basic needs, so they can flourish academically. Staff Responsible for Monitoring: Counselor, CIS, Admin, CIT, teachers, Safety and Security team, and support staff. Problem Statements: School Processes & Programs 1 - Perceptions 2		Formative			Summative
		Nov	Jan	Mar	May
		 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 3 Problem Statements:

School Processes & Programs
Problem Statement 1: The campus has had inconsistent and lack of implementation of social-emotional programs and behavioral process. Root Cause: 1. Increased behaviors that interfered with instruction 2. Not all campus staff was GE certified 3. Lack of access to full time counselor 4. Change in leadership and behavior programs
Perceptions
Problem Statement 2: The campus has had inconsistent and lack of implementation of social-emotional programs and behavioral process. Root Cause: 1. Increased behaviors that interfered with instruction 2. Not all campus staff was GE certified 3. Lack of access to full time counselor 4. Change in leadership and behavior programs

Northwest Independent School District
Nance Elementary School
2023-2024 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.

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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	MTSS	Homeless
1.8%	26.9%	21.4%	2.1 %	6.6%	36.2 %	26.9 %	4.2%	11.4 %	5.1%	8.9%	33%	13.5%	0.2%

This year we have seen an increase in many of our demographics. Our economically disadvantaged and special education percentages continue to grow multiple percentage points each year. Our emergent bilingual percentages are also continuing to grow, but at a slower rate. Our overall student population has maintained at just over 500 students.

Demographics Strengths

Our student enrollment has been consistent over the past few years at just over 500 students.

We are an culturally diverse campus. Each year our cultural diversity grows.

We are proud of the inclusiveness of our campus. We embrace all of our learners. Our campus is nearing 30% special education and our emergent bilingual population is growing. Our culture embraces our differences and supports everyone.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (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.

Problem Statement 2 (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 3 (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.

Student Learning

Student Learning Summary

Student Learning Section:

Grade Level & Test	2022 3rd Grade Reading	2023 3rd Grade Reading	2022 3rd Grade Math	2023 3rd Grade Math	2022 4th Grade Reading	2023 4th Grade Reading	2022 4th Grade Math	2023 4th Grade Math	2022 5th Grade Reading	2023 5th Grade Reading	2022 5th Grade Math	2023 5th Grade Math	2023 5th Grade Science
% Approaches	77%	79%	80%	69%	74%	80%	83%	78%	93%	90%	84%	88%	79%

As a campus, we were able to hold fairly steady with the newest edition of STAAR. Reading came out stronger than math, as we struggled to keep up with the prior year's scores in 3rd and 4th grade.

(DRA Data)

	K	1	2	3	4	5
% On/Above Reading Level	85%	75%	71%	72%	87%	84%
% Met Growth Projection	88%	78%	75%	69%	93%	96%

Our literacy data isn't where we want it to be, but we are making steady progress with a focus on phonics instruction in primary and are working to target needs and intervene sooner than we have in years past.

(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	15	17	12	11	9.1	7	7.3	8
Math	15.9	16	13.8	16	12.2	11	10.8	10

Our MAP data is still showing inconsistent progress and isn't always aligned to what teachers are seeing in the classroom. We are continuing to work as a campus on building stamina and following through with setting goals and interventions when needed.

Student Learning Strengths

-Our focus this past school year was to focus on phonics instruction in kindergarten and 1st grade and focus on filling gaps. Our students were able to fill gaps in their learning.

-We focused heavily on students writing about their thinking across the grade levels and content areas. We believe this is what allowed us to maintain fairly consistent STAAR scores from the year prior even though the question types changed and students were required to give written responses on STAAR.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Students are not consistently performing where they need to be reading, writing and math. **Root Cause:** We have not had an consistent 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 literacy skill development. We have not determined where the skill gaps are for students and focused on how we are targeting their needs.

Problem Statement 3 (Prioritized): Students that are on or above grade level are not consistently making a year's growth each year in reading. **Root Cause:** We have not had an intentional focus on literacy skill development. We have not determined where the skill gaps are for students and focused on how we are targeting their needs.

School Processes & Programs

School Processes & Programs Summary

We have a full time Comp. Ed Interventionist on staff to serve our At-Risk and Emergent Bilingual population.

We have a full time Emergent Bilingual paraprofessional on staff to serve our Emergent Bilingual population.

We currently have one full time GATES teacher serving our gifted and talented learners.

We have 3 full time 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 Reading By Design certified to work with Special Education students and Special Education students who are also identified as dyslexic.

We serve students in our SLC and PACEE classrooms.

We have two Early Childhood Special Education classes 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 MTSS 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.

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 standards to gain a better understanding.

Our counselor utilizes student and teacher data to support her interactions with students. She intentionally meets with students 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.

We maintain our instructional focus throughout the year and align our professional development opportunities around the campus focus.

Our campus leadership team is focused on developing themselves and our students to be leaders on our campus and in our community.

Our campus leadership team uses grade level PLC time to design and evaluate the learning tasks they provide to our students.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Our instruction isn't keeping up with the growing social emotional needs and decision making skills students are needing to be successful.

Root Cause: We are getting students new to Nance expectations and are having to take a step back in our behavioral expectations and spend more time revisiting previously taught skills to ensure everyone is on the same page with our campus expectations.

Problem Statement 2 (Prioritized): Our emergent bilingual process lacks opportunities for students to receive language interventions on a consistent basis. **Root Cause:** We only have one comp. ed. interventionist to serve all MTSS and EB students. MTSS consumes most of her time.

Problem Statement 3 (Prioritized): Our emergent bilingual process lacks opportunities for students to receive effective language interventions on a consistent basis. **Root Cause:** Our staff does not have to skills to support the students who have heavy language acquisition needs.

Perceptions

Perceptions Summary

Nance is a family. Everyone who enters our building is met with a sense of care and warmth. We value the professionalism and voice of those around us and hold professional conversations to support the needs of all. We believe that ALL teachers and students learn with and through each other.

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 had a strong OHI Survey that showed we have a healthy organization.

Our parent survey showed that we have a positive relationship with our parents and that they are supportive of the work we do.

We have a engaged PTA who bridges the relationship between our community and campus.

We have a strong campus culture.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Our campus works in isolation from our community. **Root Cause:** Our community is comprised of working families and single parent households. This limits availability for volunteers to be on campus during the school day and often hinders who is available for evening events.

Problem Statement 2 (Prioritized): Our campus works in isolation from our community. **Root Cause:** We are just beginning to gain businesses in our attendance zone. The lack of businesses that are directly impacted by our campus has limited our connections.

Priority Problem Statements

Problem Statement 1: Our campus works in isolation from our community.

Root Cause 1: We are just beginning to gain businesses in our attendance zone. The lack of businesses that are directly impacted by our campus has limited our connections.

Problem Statement 1 Areas: Perceptions

Problem Statement 2: Our campus works in isolation from our community.

Root Cause 2: Our community is comprised of working families and single parent households. This limits availability for volunteers to be on campus during the school day and often hinders who is available for evening events.

Problem Statement 2 Areas: Perceptions

Problem Statement 3: Our emergent bilingual process lacks opportunities for students to receive language interventions on a consistent basis.

Root Cause 3: We only have one comp. ed. interventionist to serve all MTSS and EB students. MTSS consumes most of her time.

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: Our emergent bilingual process lacks opportunities for students to receive effective language interventions on a consistent basis.

Root Cause 4: Our staff does not have the skills to support the students who have heavy language acquisition needs.

Problem Statement 4 Areas: School Processes & Programs

Problem Statement 5: Our instruction isn't keeping up with the growing social emotional needs and decision making skills students are needing to be successful.

Root Cause 5: We are getting students new to Nance expectations and are having to take a step back in our behavioral expectations and spend more time revisiting previously taught skills to ensure everyone is on the same page with our campus expectations.

Problem Statement 5 Areas: School Processes & Programs

Problem Statement 6: Students are not consistently performing where they need to be reading, writing and math.

Root Cause 6: We have not had an consistent intentional focus on quality Tier 1 instruction.

Problem Statement 6 Areas: Student Learning

Problem Statement 7: All students are not leaving the grade level reading at the expected proficiency.

Root Cause 7: We have not had an intentional focus on literacy skill development. We have not determined where the skill gaps are for students and focused on how we are targeting their needs.

Problem Statement 7 Areas: Student Learning

Problem Statement 8: Students that are on or above grade level are not consistently making a year's growth each year in reading.

Root Cause 8: We have not had an intentional focus on literacy skill development. We have not determined where the skill gaps are for students and focused on how we are targeting their needs.

Problem Statement 8 Areas: Student Learning

Problem Statement 9: Students coming to our school from outside the district and/or state are entering with more gaps than our returning Nance students.

Root Cause 9: Differences in state expectations and how standards are assessed.

Problem Statement 9 Areas: Demographics

Problem Statement 10: With our Emergent Bilingual sub population increasing each year, we are not meeting the needs of all the students.

Root Cause 10: Steady increase in changing demographics with limited staff to support direct language needs.

Problem Statement 10 Areas: Demographics

Problem Statement 11: With our Economically Disadvantaged percentage increasing each year, we are not meeting the needs of all the students.

Root Cause 11: Increase in changing demographics with limited support on what it looks like to target and service the needs of the population.

Problem Statement 11 Areas: Demographics

Goals

Goal 1: Northwest ISD will provide personalized learning experiences and cultivate the growth and achievement of every student.

Performance Objective 1: Literacy

1.1 Our students will annually increase literacy proficiency to reach or exceed grade-level standards.

Strategy 1 Details	Reviews			
Strategy 1: Nance Elementary teachers will utilize assessment data to inform instructional planning within literacy skill groups and book clubs. 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 small group reading instruction, specifically skill groups and book club tasks. When planning intentionally for the needs of the students, we will see an increase in student reading growth with accuracy and readability. Staff Responsible for Monitoring: Teachers, Instructional Leadership Team, Campus Administration Problem Statements: Demographics 1, 2, 3 - Student Learning 1, 2, 3 - School Processes & Programs 2, 3	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Nance Elementary teachers will support students in setting skill goals for their growth in reading. Strategy's Expected Result/Impact: Students will meet the goals set for their growth and will increase their accuracy and level of understanding the text. Staff Responsible for Monitoring: Teachers, Instructional Leadership Team, Campus Administration Problem Statements: Demographics 1, 2, 3 - Student Learning 1, 2, 3 - School Processes & Programs 2, 3	Formative			Summative
	Nov	Jan	Mar	May
Strategy 3 Details	Reviews			
Strategy 3: Nance Elementary teachers will plan opportunities for students to communicate about their reading and thinking in verbal and written form. Strategy's Expected Result/Impact: When students are given opportunities to process, discuss and write about what	Formative			Summative
	Nov	Jan	Mar	May

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 - School Processes & Programs 2, 3



No Progress



Accomplished



Continue/Modify



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Performance Objective 1 Problem Statements:

Demographics

Problem Statement 1: 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.

Problem Statement 2: 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 3: 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.

Student Learning

Problem Statement 1: Students are not consistently performing where they need to be reading, writing and math. **Root Cause:** We have not had an consistent 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 literacy skill development. We have not determined where the skill gaps are for students and focused on how we are targeting their needs.

Problem Statement 3: Students that are on or above grade level are not consistently making a year's growth each year in reading. **Root Cause:** We have not had an intentional focus on literacy skill development. We have not determined where the skill gaps are for students and focused on how we are targeting their needs.

School Processes & Programs

Problem Statement 2: Our emergent bilingual process lacks opportunities for students to receive language interventions on a consistent basis. **Root Cause:** We only have one comp. ed. interventionist to serve all MTSS and EB students. MTSS consumes most of her time.





Problem Statement 3: Our emergent bilingual process lacks opportunities for students to receive effective language interventions on a consistent basis. **Root Cause:** Our staff does not have to skills to support the students who have heavy language acquisition needs.

Goal 1: Northwest ISD will provide personalized learning experiences and cultivate the growth and achievement of every student.

Performance Objective 2: Academic Progress

1.2 Our students will achieve individualized academic goals to reach a year's growth or more in all content areas.

Strategy 1 Details	Reviews			
Strategy 1: Nance Elementary teachers will support students in setting goals for their growth across all content areas and will create a roadmap with the student on how to achieve the goals. Strategy's Expected Result/Impact: Students will meet the goals set for their growth and will increase their communication and understanding of the content. Staff Responsible for Monitoring: Teachers, Instructional Leadership Team, Campus Administration Problem Statements: Demographics 1, 2, 3 - Student Learning 1, 2, 3 - School Processes & Programs 2, 3	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Nance Elementary teachers will provide opportunities for students to communicate and reflect on their thoughts and understanding of content in written form during their daily tasks. 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 - School Processes & Programs 2, 3	Formative			Summative
	Nov	Jan	Mar	May
Strategy 3 Details	Reviews			
Strategy 3: Nance Elementary teachers will use Kaplan's Depth and Complexity Framework to plan for student learning. Strategy's Expected Result/Impact: Students will use the Depth and 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, 3 - School Processes & Programs 2, 3	Formative			Summative
	Nov	Jan	Mar	May

Strategy 4 Details	Reviews			
Strategy 4: Nance Elementary teachers will utilize the ICLE Rigor Rubric as a tool to plan for instruction. 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, 3 - School Processes & Programs 2, 3	Formative			Summative
	Nov	Jan	Mar	May
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				





Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: 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.
Problem Statement 2: 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 3: 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.
Student Learning
Problem Statement 1: Students are not consistently performing where they need to be reading, writing and math. Root Cause: We have not had an consistent 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 literacy skill development. We have not determined where the skill gaps are for students and focused on how we are targeting their needs.
Problem Statement 3: Students that are on or above grade level are not consistently making a year's growth each year in reading. Root Cause: We have not had an intentional focus on literacy skill development. We have not determined where the skill gaps are for students and focused on how we are targeting their needs.
School Processes & Programs
Problem Statement 2: Our emergent bilingual process lacks opportunities for students to receive language interventions on a consistent basis. Root Cause: We only have one comp. ed. interventionist to serve all MTSS and EB students. MTSS consumes most of her time.
Problem Statement 3: Our emergent bilingual process lacks opportunities for students to receive effective language interventions on a consistent basis. Root Cause: Our staff does not have to skills to support the students who have heavy language acquisition needs.

Goal 1: Northwest ISD will provide personalized learning experiences and cultivate the growth and achievement of every student.

Performance Objective 3: College, Career, Military & Life Readiness

1.3 Our students will graduate life ready and prepared for success in career, college, or military service.

Strategy 1 Details	Reviews			
Strategy 1: Nance Elementary students will engage in daily character building and scholarly behavior lessons. Strategy's Expected Result/Impact: Students will learn strategies focused on character traits and scholarly behaviors and utilize those strategies throughout the day. Staff Responsible for Monitoring: Teachers, Instructional Leadership Team, Campus Administration Problem Statements: Demographics 1 - Student Learning 1 - School Processes & Programs 1	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Nance Elementary students will engage in service opportunities each month with their campus houses. 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. Staff Responsible for Monitoring: Teachers, Instructional Leadership Team, Campus Administration Problem Statements: Demographics 1 - School Processes & Programs 1 - Perceptions 1, 2	Formative			Summative
	Nov	Jan	Mar	May
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 1: 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 consistently performing where they need to be reading, writing and math. Root Cause: We have not had an consistent intentional focus on quality Tier 1 instruction.
School Processes & Programs
Problem Statement 1: Our instruction isn't keeping up with the growing social emotional needs and decision making skills students are needing to be successful. Root Cause: We are getting students new to Nance expectations and are having to take a step back in our behavioral expectations and spend more time revisiting previously taught skills to ensure everyone is on the same page with our campus expectations.

Perceptions

Problem Statement 1: Our campus works in isolation from our community. **Root Cause:** Our community is comprised of working families and single parent households. This limits availability for volunteers to be on campus during the school day and often hinders who is available for evening events.





Problem Statement 2: Our campus works in isolation from our community. **Root Cause:** We are just beginning to gain businesses in our attendance zone. The lack of businesses that are directly impacted by our campus has limited our connections.

Goal 2: Northwest ISD will recruit, value, and retain highly effective staff prepared to meet the individual needs of our students and learning community.

Performance Objective 1: Recruit

2.1 Northwest ISD will have an unwavering commitment to attract and welcome high-quality staff.

Strategy 1 Details	Reviews			
Strategy 1: Nance Elementary will maintain a culture of development and support of staff by recognizing each other and celebrating our accomplishments while growing together in our craft. Strategy's Expected Result/Impact: Staff will feel supported and appreciated which will in turn fuel a positive attitude and environment. We will see and increase in morale, attendance and staff retention. The culture will be visible to those who are looking to teach in Northwest ISD and call Nance Elementary home. 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, 3	Formative			Summative
	Nov	Jan	Mar	May

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: 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. Problem Statement 2: 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 3: 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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School Processes & Programs

Problem Statement 1: Our instruction isn't keeping up with the growing social emotional needs and decision making skills students are needing to be successful. **Root Cause:** We are getting students new to Nance expectations and are having to take a step back in our behavioral expectations and spend more time revisiting previously taught skills to ensure everyone is on the same page with our campus expectations.





Problem Statement 2: Our emergent bilingual process lacks opportunities for students to receive language interventions on a consistent basis. **Root Cause:** We only have one comp. ed. interventionist to serve all MTSS and EB students. MTSS consumes most of her time.

Problem Statement 3: Our emergent bilingual process lacks opportunities for students to receive effective language interventions on a consistent basis. **Root Cause:** Our staff does not have to skills to support the students who have heavy language acquisition needs.

Goal 2: Northwest ISD will recruit, value, and retain highly effective staff prepared to meet the individual needs of our students and learning community.

Performance Objective 2: Value

2.2 Northwest ISD will invest in all staff through a culture of support, development, and empowerment to make a positive impact on the learning community.

Strategy 1 Details		Reviews			
Strategy 1: Nance Elementary staff will participate in professional development on varied instructional methods and planning for rigorous learning opportunities. Strategy's Expected Result/Impact: Teachers will receive the necessary development and support needed to plan for enriching learning opportunities that stretch student thinking and progress with 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, 2, 3		Formative			Summative
		Nov	Jan	Mar	May
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>					

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: 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. Problem Statement 2: 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 3: 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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School Processes & Programs
Problem Statement 1: Our instruction isn't keeping up with the growing social emotional needs and decision making skills students are needing to be successful. Root Cause: We are getting students new to Nance expectations and are having to take a step back in our behavioral expectations and spend more time revisiting previously taught skills to ensure everyone is on the same page with our campus expectations.

School Processes & Programs

Problem Statement 2: Our emergent bilingual process lacks opportunities for students to receive language interventions on a consistent basis. **Root Cause:** We only have one comp. ed. interventionist to serve all MTSS and EB students. MTSS consumes most of her time.


Problem Statement 3: Our emergent bilingual process lacks opportunities for students to receive effective language interventions on a consistent basis. **Root Cause:** Our staff does not have to skills to support the students who have heavy language acquisition needs.


Goal 2: Northwest ISD will recruit, value, and retain highly effective staff prepared to meet the individual needs of our students and learning community.


Performance Objective 3: Retain


2.3 Northwest ISD will retain highly effective staff through meaningful relationships, ongoing support, and professional growth opportunities.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 1: 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.
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Student Learning
Problem Statement 1: Students are not consistently performing where they need to be reading, writing and math. Root Cause: We have not had an consistent 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 literacy skill development. We have not determined where the skill gaps are for students and focused on how we are targeting their needs.
Problem Statement 3: Students that are on or above grade level are not consistently making a year's growth each year in reading. Root Cause: We have not had an intentional focus on literacy skill development. We have not determined where the skill gaps are for students and focused on how we are targeting their needs.
School Processes & Programs
Problem Statement 1: Our instruction isn't keeping up with the growing social emotional needs and decision making skills students are needing to be successful. Root Cause: We are getting students new to Nance expectations and are having to take a step back in our behavioral expectations and spend more time revisiting previously taught skills to ensure everyone is on the same page with our campus expectations.

School Processes & Programs





Problem Statement 2: Our emergent bilingual process lacks opportunities for students to receive language interventions on a consistent basis. **Root Cause:** We only have one comp. ed. interventionist to serve all MTSS and EB students. MTSS consumes most of her time.

Problem Statement 3: Our emergent bilingual process lacks opportunities for students to receive effective language interventions on a consistent basis. **Root Cause:** Our staff does not have the skills to support the students who have heavy language acquisition needs.

Goal 3: Northwest ISD will foster a safe environment and a culture of engagement that values the voices of all students, staff, families, and community members.

Performance Objective 1: Engagement

3.1 Northwest ISD will foster an environment of engagement with every member of our community through collaborative dialogue and partnership opportunities.

Strategy 1 Details	Reviews			
Strategy 1: Nance Elementary staff will intentionally plan for opportunities to showcase the cultural richness of our campus. 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 Staff, Instructional Leadership Team, Campus Administration Problem Statements: Demographics 1, 2, 3 - School Processes & Programs 1 - Perceptions 1, 2	Formative			Summative
	Nov	Jan	Mar	May
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				





Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: 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. Problem Statement 2: 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 3: 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.
School Processes & Programs
Problem Statement 1: Our instruction isn't keeping up with the growing social emotional needs and decision making skills students are needing to be successful. Root Cause: We are getting students new to Nance expectations and are having to take a step back in our behavioral expectations and spend more time revisiting previously taught skills to ensure everyone is on the same page with our campus expectations.
Perceptions
Problem Statement 1: Our campus works in isolation from our community. Root Cause: Our community is comprised of working families and single parent households. This limits availability for volunteers to be on campus during the school day and often hinders who is available for evening events. Problem Statement 2: Our campus works in isolation from our community. Root Cause: We are just beginning to gain businesses in our attendance zone. The lack of businesses that are directly impacted by our campus has limited our connections.

Goal 3: Northwest ISD will foster a safe environment and a culture of engagement that values the voices of all students, staff, families, and community members.

Performance Objective 2: Culture

3.2 Northwest ISD will model and instill a culture of belonging where all students, staff, families, and community voices are heard and valued.

Strategy 1 Details	Reviews			
Strategy 1: Nance Elementary will create a parent/community advisory committee to meet throughout the year to gain feedback about the campus and plan for future needs. Strategy's Expected Result/Impact: The advisory committee will allow for an increase in communication and transparency with families. Staff Responsible for Monitoring: Campus Administration Problem Statements: Demographics 1, 2, 3 - Student Learning 1 - School Processes & Programs 1 - Perceptions 1, 2	Formative			Summative
	Nov	Jan	Mar	May
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 2 Problem Statements:





Demographics
Problem Statement 1: 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. Problem Statement 2: 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 3: 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.
Student Learning
Problem Statement 1: Students are not consistently performing where they need to be reading, writing and math. Root Cause: We have not had an consistent intentional focus on quality Tier 1 instruction.
School Processes & Programs
Problem Statement 1: Our instruction isn't keeping up with the growing social emotional needs and decision making skills students are needing to be successful. Root Cause: We are getting students new to Nance expectations and are having to take a step back in our behavioral expectations and spend more time revisiting previously taught skills to ensure everyone is on the same page with our campus expectations.
Perceptions
Problem Statement 1: Our campus works in isolation from our community. Root Cause: Our community is comprised of working families and single parent households. This limits availability for volunteers to be on campus during the school day and often hinders who is available for evening events.

Perceptions
Problem Statement 2: Our campus works in isolation from our community. Root Cause: We are just beginning to gain businesses in our attendance zone. The lack of businesses that are directly impacted by our campus has limited our connections.

Goal 3: Northwest ISD will foster a safe environment and a culture of engagement that values the voices of all students, staff, families, and community members.

Performance Objective 3: Safety

3.3 Northwest ISD will continuously improve, maintain and communicate systems of support to strengthen the physical and emotional well-being of our students, staff, and community.

Strategy 1 Details	Reviews			
Strategy 1: Nance Elementary will offer family/community education opportunities that are supportive of the needs of our families and community. Strategy's Expected Result/Impact: When we offer support and educate our stakeholders, we will build a relationship of togetherness and a village mentality. This will bleed into the culture of our campus and allow us to be stronger together with our families and community. Staff Responsible for Monitoring: Campus Staff, Instructional Leadership Team, Campus Administration Problem Statements: Demographics 1, 2, 3 - School Processes & Programs 1 - Perceptions 1, 2	Formative			Summative
	Nov	Jan	Mar	May
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 1: 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. Problem Statement 2: 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 3: 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.
School Processes & Programs
Problem Statement 1: Our instruction isn't keeping up with the growing social emotional needs and decision making skills students are needing to be successful. Root Cause: We are getting students new to Nance expectations and are having to take a step back in our behavioral expectations and spend more time revisiting previously taught skills to ensure everyone is on the same page with our campus expectations.
Perceptions
Problem Statement 1: Our campus works in isolation from our community. Root Cause: Our community is comprised of working families and single parent households. This limits availability for volunteers to be on campus during the school day and often hinders who is available for evening events.

Perceptions

Problem Statement 2: Our campus works in isolation from our community. Root Cause: We are just beginning to gain businesses in our attendance zone. The lack of businesses that are directly impacted by our campus has limited our connections.
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Northwest Independent School District
Peterson Elementary School
2023-2024 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.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

White	Hispanic	African American	2 or More Races	Asian	Economically Disadvantaged	Special Education	504	Dyslexia	GT	EB	At-Risk	RTI	Homeless
38%	28%	20%	1%	11%	43%	16%	5%	7%	6%	15%	39%	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 661 students. Since 2019, our Economically Disadvantaged student population has increased from 31% in 2019 to 43% this year, our at-risk population has increased from 32% in 2019 to 39% this year, and our EB population has increased.

Staffing: This year our campus has added 2 sections of full day PreK (3 total) and an additional Early Childhood Special Education classroom (2 total). 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, 1.5 Interventionists, 0.5 EL Specialist, 2 Dyslexia Specialists and a 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: 10 SpEd, 3 PreK, and 3 Office.

This year we have added 17 new staff members to our campus. 15 of those staff members have come with more than 3 years of experience in Northwest ISD or surrounding districts.

Demographics Strengths

Our campus is incredibly diverse and our diversity has increased over the past 5 years. Our staff has created a culture that accepts, celebrates, and meets the needs of the students we serve.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Our Tier 1 instruction is not adapting to the needs of the students we serve. **Root Cause:** Our economic disadvantaged population has increased 18% since the 2018-2019 school year.

Student Learning

Student Learning Summary

STAAR Comparisons

Grade Level & Test	2022 3rd Grade Reading	2023 3rd Grade Reading	2022 3rd Grade Math	2023 3rd Grade Math	2022 4th Grade Reading	2023 4th Grade Reading	2022 4th Grade Math	2023 4th Grade Math	2022 5th Grade Reading	2023 5th Grade Reading	2022 5th Grade Math	2023 5th Grade Math	2022 5th Grade Science	2023 5th Grade Science
% Approaches	78%	76%	69%	65%	77%	86%	60%	63%	75%	83%	76%	74%	59%	61%

Last year our students participated in all three STAAR assessments that were part of the “STAAR redesign” which included various answer types and short/long answer opportunities on the ELAR exams. Our scores from 2022 to 2023 saw a slight decrease in 3rd grade reading/math and 5th grade math. However our passing rate increased in 4th grade reading/math and 5th grade reading/science.

If you compare the same groups of students:

Grade Level & Test	2022 3rd Grade Reading	2023 4th Grade Reading	2022 3rd Grade Math	2023 4th Grade Math	2022 4th Grade Reading	2023 5th Grade Reading	2022 4th Grade Math	2023 5th Grade Math
% Approaches	78%	86%	69%	63%	77%	83%	60%	74%

All grade levels saw growth except students who took 4th grade math last year.

DRA Data

	K	1	2	3	4	5
% On/Above Reading Level	66%	54%	64%	71%	87%	80%
% Met Growth Projection	77%	54%	87%	82%	94%	86%

(MAP Growth Data)

		3 Expected Growth	3 Observed Growth	4th Expected Growth	4th Observed Growth	5th Expected Growth	5th Observed Growth
Reading		14.4	17	10	13	7.2	8
Math		12.9	15	11.2	13	9.9	9

We exceeded our expected growth in all of our grade levels in both Math and Reading except for 5th grade math.

Student Learning Strengths

Our students are growing on our universal screener (MAPs), and are growing or keeping rate even with the STAAR redesign in May of 2023. Teachers are learning to adapt their instruction to meet the needs of our students and fill the gaps that they have.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Students need personalized instruction and individualized growth goals so that each of them can make growth in all content areas. **Root Cause:** Our academic performance has not returned to pre-pandemic levels in math and reading.

School Processes & Programs

School Processes & Programs Summary

Curriculum and Instruction

Over the past six years our teachers have become adept at creating a balanced literacy block during ELAR. Teachers use the workshop model for their ELA block using Read Alouds, Shared Reading, Conferencing and Guided Reading/ Strategy Groups. 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 and Success Criteria 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. This year we are using a school-wide system for behavior management in all areas including classrooms. 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 14 teachers to our staff. Out of the 14 teachers, 3 are new to teaching and the other 11 come with varied years of experience in NISD And other districts.

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 weekly and participate in planning on Tuesday 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 fifth year for Mrs. Grimes to be our principal. She is the 5th principal since the school opened and is the longest serving principal to date. Mrs. Kerley returned as our assistant principal this year.

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.

Our consistent behavior framework has made a big impact on our campus this year. We have seen an increase in positivity, a decrease in staff stress and a decrease in office visits for students.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Students need consistent expectations, skill building and processes across all settings for behavior and social emotional health. **Root Cause:** We have seen an increase in negative behavior which is impacting student learning and achievement.

Perceptions

Perceptions Summary

Last year our staff participated in the Organizational Health Instrument survey. The survey results showed that our organization needs to focus on decision making and creating 'feedback loops' with administrators, our Instructional Leadership Team and within grade-level teams.

Campus data from the parent survey showed that parents feel welcomed at our school and informed about their child's education.

Volunteer opportunities were offered throughout the year, but volunteer participation is still low compared to pre-pandemic levels..

Perceptions Strengths

Communication is clear and transparent. Parents feel that they get the information that they need through the campus and teacher weekly newsletters, and the staff newsletter provides a central place for staff to find what they need.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Peterson staff and parents need to be included and involved in decisions that affect our daily operations and the future of our school. **Root Cause:** The decision making process has not been clearly shared and staff felt that their opinions were not considered.

Priority Problem Statements

Problem Statement 1: Our Tier 1 instruction is not adapting to the needs of the students we serve.

Root Cause 1: Our economic disadvantaged population has increased 18% since the 2018-2019 school year.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Students need personalized instruction and individualized growth goals so that each of them can make growth in all content areas.

Root Cause 2: Our academic performance has not returned to pre-pandemic levels in math and reading.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Students need consistent expectations, skill building and processes across all settings for behavior and social emotional health.

Root Cause 3: We have seen an increase in negative behavior which is impacting student learning and achievement.

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: Peterson staff and parents need to be included and involved in decisions that affect our daily operations and the future of our school.

Root Cause 4: The decision making process has not been clearly shared and staff felt that their opinions were not considered.

Problem Statement 4 Areas: Perceptions

Goals

Goal 1: Northwest ISD will provide personalized learning experiences and cultivate the growth and achievement of every student.

Performance Objective 1: Literacy

1.1 Our students will annually increase literacy proficiency to reach or exceed grade-level standards.

Strategy 1 Details	Reviews			
Strategy 1: Teachers will plan their large and small group instruction using data and district resources to ensure that every student meets or exceeds a year's growth. Strategy's Expected Result/Impact: Students will make or exceed a year's growth as measured by district assessments and the universal screener. Staff Responsible for Monitoring: Grade level teachers; campus interventionists; administrators; Special Education teachers Problem Statements: Student Learning 1	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Teachers in Kindergarten and 1st grade will teach phonemic awareness and phonics in large groups and in strategy groups every day. Strategy's Expected Result/Impact: Students in Kindergarten and 1st grade will be on or above grade level at the end of the year based on district assessments and the universal screener. Staff Responsible for Monitoring: K/1 teachers; administrators; campus interventionists Problem Statements: Demographics 1	Formative			Summative
	Nov	Jan	Mar	May
Strategy 3 Details	Reviews			
Strategy 3: Students will critically write and speak in all content areas as a way to reflect, explain, justify their thinking, and demonstrate understanding of the content. Strategy's Expected Result/Impact: Students will be able to communicate their ideas and justify their thinking effectively in spoken and written form. Staff Responsible for Monitoring: Grade level teachers, Special Education teachers, specialists and administrators. Problem Statements: Demographics 1	Formative			Summative
	Nov	Jan	Mar	May
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				





Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Our Tier 1 instruction is not adapting to the needs of the students we serve. Root Cause: Our economic disadvantaged population has increased 18% since the 2018-2019 school year.
Student Learning
Problem Statement 1: Students need personalized instruction and individualized growth goals so that each of them can make growth in all content areas. Root Cause: Our academic performance has not returned to pre-pandemic levels in math and reading.

Goal 1: Northwest ISD will provide personalized learning experiences and cultivate the growth and achievement of every student.

Performance Objective 2: Academic Progress

1.2 Our students will achieve individualized academic goals to reach a year's growth or more in all content areas.

Strategy 1 Details	Reviews			
Strategy 1: Teachers and students will utilize student data folders to set and track individualized student growth goals in the core content areas that include action steps to accomplish their goals. Strategy's Expected Result/Impact: Students will reach a year's growth or more in all content areas. Staff Responsible for Monitoring: Teachers, students, interventionists, administrators, Special Education Teachers Problem Statements: Student Learning 1	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Teachers will use Learning Targets and success criteria as a tool to build understanding of standards and track progress toward mastery of students' knowledge and skills. Strategy's Expected Result/Impact: Students will understand the purpose of their learning which will lead to mastery of the TEKS. Staff Responsible for Monitoring: Teachers, administrators Problem Statements: Student Learning 1	Formative			Summative
	Nov	Jan	Mar	May
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				





Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 1: Students need personalized instruction and individualized growth goals so that each of them can make growth in all content areas. Root Cause: Our academic performance has not returned to pre-pandemic levels in math and reading.

Goal 1: Northwest ISD will provide personalized learning experiences and cultivate the growth and achievement of every student.

Performance Objective 3: College, Career, Military & Life Readiness

1.3 Our students will graduate life ready and prepared for success in career, college, or military service.

Strategy 1 Details	Reviews			
Strategy 1: Teachers will consistently use our Positive Behavior Framework to teach, practice, and give feedback to students to create a positive and safe environment where every student can learn. Strategy's Expected Result/Impact: Every student will have a safe and positive learning environment. Staff Responsible for Monitoring: Teachers, administrators, counselor Problem Statements: School Processes & Programs 1	Formative			Summative
	Nov	Jan	Mar	May
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 3 Problem Statements:

School Processes & Programs
Problem Statement 1: Students need consistent expectations, skill building and processes across all settings for behavior and social emotional health. Root Cause: We have seen an increase in negative behavior which is impacting student learning and achievement.

Goal 2: Northwest ISD will recruit, value, and retain highly effective staff prepared to meet the individual needs of our students and learning community.

Performance Objective 1: Recruit





2.1 Northwest ISD will have an unwavering commitment to attract and welcome high-quality staff.

Strategy 1 Details	Reviews			
Strategy 1: The staff at Peterson will create a positive culture by celebrating one another each week at our Model mustang Assembly and in our Hump Day Hooray email. Strategy's Expected Result/Impact: The positive culture will attract highly-qualified teachers and will make new staff feel welcomed. Staff Responsible for Monitoring: All staff	Formative			Summative
	Nov	Jan	Mar	May
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

Goal 2: Northwest ISD will recruit, value, and retain highly effective staff prepared to meet the individual needs of our students and learning community.

Performance Objective 2: Value

2.2 Northwest ISD will invest in all staff through a culture of support, development, and empowerment to make a positive impact on the learning community.

Strategy 1 Details	Reviews			
Strategy 1: We will meet in PLCs weekly to discuss formative and summative data, state standards, and student behavior and engagement to improve Tier 1 instruction across content areas in order to increase student growth in the areas of literacy and math achievement. (Problem of Practice) Strategy's Expected Result/Impact: Staff will be supported and feel empowered to positive impact the learning environment. Staff Responsible for Monitoring: ILT, Administrators Problem Statements: Demographics 1	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: New staff will meet with our mentor coordinator, assigned mentors, and assigned buddies during the month to provide support and answer questions. Strategy's Expected Result/Impact: New staff will feel supported and valued.	Formative			Summative
	Nov	Jan	Mar	May
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: Our Tier 1 instruction is not adapting to the needs of the students we serve. Root Cause: Our economic disadvantaged population has increased 18% since the 2018-2019 school year.

Goal 2: Northwest ISD will recruit, value, and retain highly effective staff prepared to meet the individual needs of our students and learning community.

Performance Objective 3: Retain

2.3 Northwest ISD will retain highly effective staff through meaningful relationships, ongoing support, and professional growth opportunities.

Strategy 1 Details	Reviews			
Strategy 1: Administrators will conduct walkthroughs and provide feedback to every professional staff member multiple times per month. Strategy's Expected Result/Impact: Each staff member will grow professionally through feedback, feel supported and want to stay at Peterson. Problem Statements: Perceptions 1	Formative			Summative
	Nov	Jan	Mar	May
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

Performance Objective 3 Problem Statements:

Perceptions
Problem Statement 1: Peterson staff and parents need to be included and involved in decisions that affect our daily operations and the future of our school. Root Cause: The decision making process has not been clearly shared and staff felt that their opinions were not considered.

Goal 3: Northwest ISD will foster a safe environment and a culture of engagement that values the voices of all students, staff, families, and community members.

Performance Objective 1: Engagement

3.1 Northwest ISD will foster an environment of engagement with every member of our community through collaborative dialogue and partnership opportunities.

Strategy 1 Details		Reviews			
Strategy 1: Peterson will partner with our PTA to provide programs for students and families throughout the year. Strategy's Expected Result/Impact: Peterson will have a strong connection with our families and community.		Formative			Summative
		Nov	Jan	Mar	May
<div><div><div>0%</div><div>No Progress</div></div><div><div>100%</div><div>Accomplished</div></div><div><div>→</div><div>Continue/Modify</div></div><div><div>✗</div><div>Discontinue</div></div></div>					

Goal 3: Northwest ISD will foster a safe environment and a culture of engagement that values the voices of all students, staff, families, and community members.

Performance Objective 2: Culture

3.2 Northwest ISD will model and instill a culture of belonging where all students, staff, families, and community voices are heard and valued.

Strategy 1 Details		Reviews			
Strategy 1: Administrators will facilitate a feedback loop with staff to gather ideas, gain buy-in and improve communication between all staff. Strategy's Expected Result/Impact: All staff will have input regarding decisions and will feel that their input is valued. Problem Statements: Perceptions 1		Formative			Summative
		Nov	Jan	Mar	May
		<div><div><div><div></div><div>0%</div></div><div>No Progress</div></div><div><div><div></div><div>100%</div></div><div>Accomplished</div></div><div><div><div></div></div><div>Continue/Modify</div></div><div><div><div></div></div><div>Discontinue</div></div></div>			





Performance Objective 2 Problem Statements:

Perceptions
Problem Statement 1: Peterson staff and parents need to be included and involved in decisions that affect our daily operations and the future of our school. Root Cause: The decision making process has not been clearly shared and staff felt that their opinions were not considered.

Goal 3: Northwest ISD will foster a safe environment and a culture of engagement that values the voices of all students, staff, families, and community members.

Performance Objective 3: Safety

3.3 Northwest ISD will continuously improve, maintain and communicate systems of support to strengthen the physical and emotional well-being of our students, staff, and community.

Strategy 1 Details	Reviews			
Strategy 1: Administrators and teachers will send home weekly newsletters to share what students are working on academically and social-emotionally in class. Strategy's Expected Result/Impact: Parents will feel confident to support their student at home and know what is expected of their student in the classroom and school. Staff Responsible for Monitoring: Administrators, teachers Problem Statements: Perceptions 1	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Teachers will utilize a campus-wide 'Reach and Respond' routine each morning to check on each student's emotional well-being when they arrive. Strategy's Expected Result/Impact: Teachers will know how students are feeling each day and will respond with support as needed. Staff Responsible for Monitoring: Teachers, counselor, administrators Problem Statements: School Processes & Programs 1	Formative			Summative
	Nov	Jan	Mar	May
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 3 Problem Statements:

School Processes & Programs
Problem Statement 1: Students need consistent expectations, skill building and processes across all settings for behavior and social emotional health. Root Cause: We have seen an increase in negative behavior which is impacting student learning and achievement.
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Northwest Independent School District
Prairie View Elementary School
2023-2024 Campus Improvement Plan



Core Beliefs

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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.

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

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 has changed coupled with the fact that we do not yet have scores, we will need to have a higher focus on teacher learning of the assessment and data to be able to make best instructional decisions for student learning.

We will focus on: LIM, small group instruction (Tier 1 and otherwise), PLCs, PD, consistent campus processes/procedures/expectations (behavior/discipline) Growth AND Achievement, goal setting, and communication

Continue to focus on SEL health of all (staff and students).

We will continue to re-focus to build student led and community involved school environment, post-Covid.

Continue to correlate CBAs, DRA/EDL, 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, improve community perspective through branding, 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 MTSS (**188** total students in MTSS currently); will lose a Reading Recovery interventionist due to retirement - this will cause an increase in need from other interventionist; data continues to reflect need

Campus Instruction Interventionist

EB Support Staff

Full time Behavior intervention to address classroom management, behavior support, behavior plan creation and implementation, MTSS Behavior support, coaching and feedback cycles related to de-escalation, 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 15%	504	Dyslexia	GT	EL	At-Risk	RTI	Homeless
46	45%	5%	2%	1%	54%	15%	7%	7%	3%	30%	58%		.32%
-3	+1	=	+1	=	+3	-3	-1	+1	-2	+2	=	31%	-1

Data as of snapshot 22-23 to complete Title 1 Needs Assessment in June 2023 - 631 students; end of year we were at 671

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) 631 (at snapshot in 22-23) We had an increase in student enrollment in the 2021 - 2022 school year due to boundary line changes coupled with growth. The growth continued through 22-23, adding students quicker than losing students. The year ended at 676. As our growth is projected to continue, PVE is designated as a fast growth campus in NISD. PVE is currently not a neighborhood school. The attendance zone is largely rural, and encompasses 9+ neighborhoods/communities with varying socioeconomics. This number will continue to be reevaluated as development occurs. PVE is one of 4 elementary Title I campuses in the district.

Staffing is adjusted each year to meet campus needs based on enrollment and needed student services. In 2022-23 PVE staff consisted of 35 general education classroom teachers (9 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 campus coach, 1 office manager, 1 counselor, 1 librarian, 1 nurse, and 2 paraprofessionals serving as office receptionist and attendance clerk. We have 11 instructional paraprofessionals. We have support staff shared with other campuses to serve our special education population including behavior interventionist, BI, 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 2022-23 and continuing in 20223-24:

Special Education- SEAC (behavior), Resource and SLC (life skills)

Dual Language- PK-5th Grade

Full Day PK

Title I

Leader in Me School- 100% participation (2022-23, began in 16-17)

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, Intervention Specialists, EL paraprofessional, NISD shared support positions (instructional coaches, BI, sped positions referenced above, etc.)

Demographics Strengths

Bilingual program continues to grow. Last year we added a 2nd DL PK class and needed an additional Kinder class. We continue to need an additional Kinder class and will add a 2nd 2nd grade teacher for 23-24 due to numbers.

Diverse student population

Discipline - 22/676 Ss had a discipline referral (+ other services)

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

Student Learning

Student Learning Summary

Student Learning Section:

(STAAR)

Grade Level & Test	2022 3rd Grade Reading	2023 3rd Grade Reading	2022 3rd Grade Math	2023 3rd Grade Math	2022 4th Grade Reading	2023 4th Grade Reading	2022 4th Grade Math	2023 4th Grade Math	2022 5th Grade Reading	2023 5th Grade Reading	2022 5th Grade Math	2023 5th Grade Math	2022 5th Grade Science	2023 5th Grade Science
% Approaches	71%	70%	64%	55%	69%	70%	57%	36%	75%	79%	64%	58%	63%	50%

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. 2023 reading scores maintained but math scores dropped significantly.

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%

(DRA Data)

		K	1	2	3	4	5
EOY 21-22	% 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%
EOY 22-23	% On/Above Reading Level	64	49	58	50	80	72
	% Made Year's Growth	66	62	44	57	87	86

63% was on/above grade level at EOY 22-23. 69% made or exceeded one year's growth.

Overall campus data reflects that more students are making a year's growth than on level. (2nd grade DRA & EDL, 3rd EDL is the only grade level that has a higher percentage of on level than year's growth.)

EDL scores in all grades are lower for both year's growth and on level than DRA.

(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	14.6	12	11.6	10	9.4	9	7.3	8
Math	15.6	15	13.5	14	11.4	12	10	10

Fall 2022-Spring 2023	2nd Expected Growth	2nd Observed Growth	3rd Expected Growth	3rd Observed Growth	4th Expected Growth	4th Observed Growth	5th Expected Growth	5th Observed Growth
Reading	15	14	12.1	10	9.3	7	7.3	3
	Percentage of Students Who Met Growth Projection	46%		35%		55%		38%
Math	15.9	15	13.8	17	12	9	10.4	7
	Percentage of Students Who Met Growth Projection	45%		69%		26%		36%

MAP Data shows that in grades 3-5 overall campus achievement scores dropped from BOY to EOY.
2nd Grade increased 11 percentile points.

Inconsistent data w/in 2nd and 5th grade reading and Math -

- MAP (growing but not comparable to conditional?) - DRA

Many students need more than a year's growth.

98 students enrolled in **Communities in Schools** and 90% was targeted on behavior and 45% social services.

21-22 TEA Accountability Rating: C, Overall Score 70; Student Achievement - 67, School Progress 72, Closing the Gaps 66

22-23: Targeted Support and Improvement - due to White Subpop in Academic Achievement - Reading and Math Target AND Student 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.

MAP/DRA Data - Reading and Math - Ss are growing

Staff works well to identify academic needs - to provide appropriate services - parent perspective

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.

Problem Statement 2: Per MRA data, students have a strong sense of belonging, but a lower perception of trusting relationships within the school. We must focus on ensuring that every student has a trusted adult. **Root Cause:** Repetitive behaviors from a small percentage of students impacted classrooms and some student perceptions.

School Processes & Programs

School Processes & Programs Summary

OHI Data Spring of 23 indicates that communication should be a focus to improve problem solving and goal focus.

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 participation

PTA Reflections contest participation

Destination Imagination

Community Service Projects

Dual Language campus (PK-5th)

Reading Recovery (1st)

Special Education SEAC (Behavior) and SLC (Life Skills)

Communities in Schools (+ college interns)

Bell's Book Nest Community Partner

Movement Church & Feed Wise Kids - Community Partners for snack pack program

CIS Mentors

PLCs & Protocols

Instructional Focus

MTSS Process (flowchart)

Spelling Bee

UIL

- MRA focus:
 - Family and Community Engagement

- Collective & Instructional Efficacy
- Communication process -
 - Parent Square Training - teachers and parents
 - Campus & Grade Level Expectations
- Safety - staff and kids do feel safe -
 - Processes - drills, protocols - linear across district

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

PLC efforts - still room for growth in work

- Lesson plans
- Data
- Consistent expectations

Staff - interventionists, title 1 staff, CIT, district support staff - to support the work of the campus

per MRA data:

- staff and kids do feel safe

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): PLCs have been an ongoing part of past PVE transformation. Due to staff turnover, we need to continue to focus on 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/shift 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. Varying staff comfort levels/experience potentially impact this. Equip all staff for varying types of comm.

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 has created inconsistent understanding of school-wide expectations. Communication, building relationships and consistency will increase achievement and decrease discipline.

Problem Statement 4: Per MRA data, students have a strong sense of belonging, but a lower perception of trusting relationships within the school. We must focus on ensuring that every student has a trusted adult. **Root Cause:** Repetitive behaviors from a small percentage of students impacted classrooms and some student perceptions.

Perceptions

Perceptions Summary

OHI Data Spring of 23 indicates that communication should be a focus to improve problem solving and goal focus.

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). In the Spring of 2023, the overall LIM MRA score is a 74: 70 in leadership, 71 culture at 81 in academics (with each subcategory in academics showing growth.)

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. Due to staff turnover, we need to continue to focus on 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/shift 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. Varying staff comfort levels/experience potentially impact this. Equip all staff for varying types of comm.

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 has created inconsistent understanding of school-wide expectations. Communication, building relationships and consistency will increase achievement and decrease discipline.

Problem Statement 4: Per MRA data, students have a strong sense of belonging, but a lower perception of trusting relationships within the school. We must focus on ensuring that every student has a trusted adult. **Root Cause:** Repetitive behaviors from a small percentage of students impacted classrooms and some student perceptions.

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 2: 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 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, teacher attrition & rapid growth negatively impact consistent teacher deep understanding of the curriculum and the ability to close student learning gaps.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: PLCs have been an ongoing part of past PVE transformation. Due to staff turnover, we need to continue to focus on implementation and effectiveness. We need to grow campus instructional leaders, rebuild the Why of PLCs, utilize protocols and affect change in instruction.

Root Cause 3: 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/shift during this time) that we have lost ground on our intentional implementation of effective PLCs.

Problem Statement 3 Areas: School Processes & Programs - Perceptions

Problem Statement 4: 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 4: 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. Varying staff comfort levels/experience potentially impact this. Equip all staff for varying types of comm.

Problem Statement 4 Areas: School Processes & Programs - Perceptions

Problem Statement 5: Teachers are unsure of campus expectations of discipline expectations and procedures.

Root Cause 5: The amount of staff change during the last two years has created inconsistent understanding of school-wide expectations. Communication, building relationships and consistency will increase achievement and decrease discipline.

Problem Statement 5 Areas: School Processes & Programs - 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
- 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: Northwest ISD will provide personalized learning experiences and cultivate the growth and achievement of every student.

Performance Objective 1: Literacy

1.1 Our students will annually increase literacy proficiency to reach or exceed grade-level standards.

Strategy 1 Details	Reviews			
Strategy 1: Strengthen Tier 1 Instruction and instructional efficacy through focus and growth in lesson planning Strategy's Expected Result/Impact: alignment, increased student achievement Staff Responsible for Monitoring: Admin, Support Staff, Academic Action Team, NISD Coaches Title I: 2.4, 2.6 Problem Statements: Demographics 1 - Student Learning 1 - School Processes & Programs 1 - Perceptions 1	Formative			Summative
	Nov	Jan	Mar	May
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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. Due to staff turnover, we need to continue to focus on 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/shift 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. Due to staff turnover, we need to continue to focus on 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/shift during this time) that we have lost ground on our intentional implementation of effective PLCs.

Goal 1: Northwest ISD will provide personalized learning experiences and cultivate the growth and achievement of every student.

Performance Objective 2: Academic Progress

1.2 Our students will achieve individualized academic goals to reach a year's growth or more in all content areas.

Strategy 1 Details		Reviews			
Strategy 1: Increase Literacy Goal Focus using 4DX Strategy's Expected Result/Impact: improved campus literacy data; improved OHI data Staff Responsible for Monitoring: Admin, LIM Academic Action Team, Support Staff, Teachers Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools Problem Statements: Student Learning 1 - School Processes & Programs 1 - Perceptions 1		Formative			Summative
		Nov	Jan	Mar	May
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>					

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 1: 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.
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Perceptions
Problem Statement 1: PLCs have been an ongoing part of past PVE transformation. Due to staff turnover, we need to continue to focus on 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/shift during this time) that we have lost ground on our intentional implementation of effective PLCs.

Goal 1: Northwest ISD will provide personalized learning experiences and cultivate the growth and achievement of every student.

Performance Objective 3: College, Career, Military & Life Readiness

1.3 Our students will graduate life ready and prepared for success in career, college, or military service.

Strategy 1 Details	Reviews			
Strategy 1: Strengthen Tier 1 Instruction and instructional efficacy through focus and growth in authentic feedback for students Strategy's Expected Result/Impact: alignment, increased student achievement Staff Responsible for Monitoring: Admin, LIM Academic Action Team, Support Staff, Teachers Title I: 2.4, 2.6 Problem Statements: Demographics 1 - Student Learning 1	Formative			Summative
	Nov	Jan	Mar	May
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>				





Performance Objective 3 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.

Goal 2: Northwest ISD will recruit, value, and retain highly effective staff prepared to meet the individual needs of our students and learning community.

Performance Objective 1: Recruit

2.1 Northwest ISD will have an unwavering commitment to attract and welcome high-quality staff.

Strategy 1 Details		Reviews			
Strategy 1: Create intentional space for all staff to know and partner with each other to build collective efficacy (i.e. block parties, mentors, buddies, accountability partners, Win Win Wednesdays) Strategy's Expected Result/Impact: improved Culture MRA scores, connectedness across campus Staff Responsible for Monitoring: all Problem Statements: School Processes & Programs 3 - Perceptions 3		Formative			Summative
		Nov	Jan	Mar	May
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>					

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 has created inconsistent understanding of school-wide expectations. Communication, building relationships and consistency will increase achievement and decrease discipline.
Perceptions
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 has created inconsistent understanding of school-wide expectations. Communication, building relationships and consistency will increase achievement and decrease discipline.

Goal 2: Northwest ISD will recruit, value, and retain highly effective staff prepared to meet the individual needs of our students and learning community.

Performance Objective 2: Value

2.2 Northwest ISD will invest in all staff through a culture of support, development, and empowerment to make a positive impact on the learning community.

Strategy 1 Details	Reviews			
Strategy 1: Establish effective communication systems that are credible, consistent, clear, timely, and two-way. Strategy's Expected Result/Impact: Improved OHI results; alignment across campus Staff Responsible for Monitoring: Admin, Support Staff, Academic Action Team TEA Priorities: Recruit, support, retain teachers and principals Problem Statements: School Processes & Programs 3 - Perceptions 3	Formative			Summative
	Nov	Jan	Mar	May
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>				





Performance Objective 2 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 has created inconsistent understanding of school-wide expectations. Communication, building relationships and consistency will increase achievement and decrease discipline.
Perceptions
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 has created inconsistent understanding of school-wide expectations. Communication, building relationships and consistency will increase achievement and decrease discipline.

Goal 2: Northwest ISD will recruit, value, and retain highly effective staff prepared to meet the individual needs of our students and learning community.

Performance Objective 3: Retain

2.3 Northwest ISD will retain highly effective staff through meaningful relationships, ongoing support, and professional growth opportunities.

Strategy 1 Details		Reviews			
Strategy 1: Provide clearly stated expectations regarding key processes and procedures. Strategy's Expected Result/Impact: improved OHI data, alignment across campus Staff Responsible for Monitoring: Admin, Support Staff, Academic Action Team, Lighthouse Team Title I: 2.5 Problem Statements: School Processes & Programs 1, 3 - Perceptions 1, 3		Formative			Summative
		Nov	Jan	Mar	May
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>					





Performance Objective 3 Problem Statements:

School Processes & Programs
Problem Statement 1: PLCs have been an ongoing part of past PVE transformation. Due to staff turnover, we need to continue to focus on 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/shift during this time) that we have lost ground on our intentional implementation of effective PLCs.
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 has created inconsistent understanding of school-wide expectations. Communication, building relationships and consistency will increase achievement and decrease discipline.
Perceptions
Problem Statement 1: PLCs have been an ongoing part of past PVE transformation. Due to staff turnover, we need to continue to focus on 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/shift during this time) that we have lost ground on our intentional implementation of effective PLCs.
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 has created inconsistent understanding of school-wide expectations. Communication, building relationships and consistency will increase achievement and decrease discipline.

Goal 3: Northwest ISD will foster a safe environment and a culture of engagement that values the voices of all students, staff, families, and community members.

Performance Objective 1: Engagement

3.1 Northwest ISD will foster an environment of engagement with every member of our community through collaborative dialogue and partnership opportunities.

Strategy 1 Details	Reviews			
Strategy 1: Provide inclusive family engagement opportunities, communication and support to support academic goals and whole child development Strategy's Expected Result/Impact: improved attendance at campus events, improved MRA results, increased student achievement Staff Responsible for Monitoring: All staff Title I: 2.4, 2.5, 2.6, 4.2 Problem Statements: School Processes & Programs 2 - Perceptions 2	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Conduct a "New Hawk Check-in" with each new student/family twice during the school year (Fall and Spring) to ensure collaborative dialogue and partnership with administrators/campus during those first critical months at PVE. Strategy's Expected Result/Impact: increased parent engagement (MRA) Staff Responsible for Monitoring: admin, Leadership Action Team Title I: 2.6 Problem Statements: School Processes & Programs 2 - Perceptions 2	Formative			Summative
	Nov	Jan	Mar	May
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 1 Problem Statements:

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. Varying staff comfort levels/experience potentially impact this. Equip all staff for varying types of comm.





Perceptions

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. Varying staff comfort levels/experience potentially impact this. Equip all staff for varying types of comm.

Goal 3: Northwest ISD will foster a safe environment and a culture of engagement that values the voices of all students, staff, families, and community members.

Performance Objective 2: Culture

3.2 Northwest ISD will model and instill a culture of belonging where all students, staff, families, and community voices are heard and valued.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
Strategy 1: Implement a Reach and Respond protocol in each classroom where students are given an opportunity each day to non-verbally check in with their teacher and/or other staff regarding their social-emotional state and readiness to learn. Strategy's Expected Result/Impact: connectedness Staff Responsible for Monitoring: all staff, counselor, admin Title I: 2.6 Problem Statements: School Processes & Programs 3 - Perceptions 3				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				





Performance Objective 2 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 has created inconsistent understanding of school-wide expectations. Communication, building relationships and consistency will increase achievement and decrease discipline.
Perceptions
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 has created inconsistent understanding of school-wide expectations. Communication, building relationships and consistency will increase achievement and decrease discipline.

Goal 3: Northwest ISD will foster a safe environment and a culture of engagement that values the voices of all students, staff, families, and community members.

Performance Objective 3: Safety

3.3 Northwest ISD will continuously improve, maintain and communicate systems of support to strengthen the physical and emotional well-being of our students, staff, and community.

Strategy 1 Details	Reviews			
Strategy 1: Customize and implement the district's new Behavior Support Framework. Strategy's Expected Result/Impact: common language, connectedness Staff Responsible for Monitoring: Behavior Team, all staff Title I: 2.5 Problem Statements: School Processes & Programs 3 - Perceptions 3	Formative			Summative
	Nov	Jan	Mar	May
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 3 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 has created inconsistent understanding of school-wide expectations. Communication, building relationships and consistency will increase achievement and decrease discipline.
Perceptions
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 has created inconsistent understanding of school-wide expectations. Communication, building relationships and consistency will increase achievement and decrease discipline.

Northwest Independent School District
Roanoke Elementary School
2023-2024 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.

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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
36%	42%	6%	1%	13%	31 %	12 %	3%	4 %	9%	32%	45 %	%	.002%

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 year and we now have 2 classrooms in almost all grade levels. 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. This school year we are also opening a single PACE unit for the campus, as district numbers increase. We also opened a monolingual PreK following state expectations.

Student Learning Section:

Grade Level & Test	2022 3rd Grade Reading	2023 3rd Grade Reading	2022 3rd Grade Math	2023 3rd Grade Math	2022 4th Grade Reading	2023 4th Grade Reading	2022 4th Grade Math	2023 4th Grade Math	2022 5th Grade Reading	2023 5th Grade Reading	2022 5th Grade Math	2023 5th Grade Math	2022 5th Grade Science	2023 5th Grade Science
% Approaches	89%	88%	90%	72%	82%	91%	77%	74%	87%	96%	88%	91%	75%	70%

Student performance on STAAR increased in 4th grade reading and both reading and math in 5th grade. Students were asked to take a new format of test and teachers were provided minimal direction on test question types.

DRA Data (EOY 2023)	K	K	1	1	2	2	3	3	4	4	5	5
		EDL		EDL		EDL		EDL		EDL		EDL
% On/Above Reading Level	77.11%	-%	71.4%	76.4%	58.5%	27.2%	70.9%	9%	85.7%	43.7%	85.7%	-%

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 (EOY 2023)	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	15	13	11.9	12	8	8.8	7.1	6
Math	15.9	15	14	16	12	11	11	8

The above chart reflects the observed growth in percentages by grade level verses the expected growth. These numbers are created from all students in the grade level (monolingual, bilingual, students that carry accommodations).

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.

Families are very involved in the learning of their students, we have a supportive PTA and constant communication with families to improve student learning.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Students are not showing annual growth in reading or math. **Root Cause:** Students are able to pass and exam and demonstrate mastery at 80% or more however they are not showing growth.

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
% 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.

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: Students are not showing annual growth in reading or math.

Root Cause 1: Students are able to pass and exam and demonstrate mastery at 80% or more however they are not showing growth.

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: Northwest ISD will invest in personalized learning experiences as well as, the growth and achievement of every student.

Performance Objective 1: 1.1 Literacy: Our students will annually increase literacy proficiency to reach or exceed grade-level standards.





Evaluation Data Sources: STAAR Data, DRA/EDL Text Levels, Mclass, MAP data, Imagine Language and Literacy or Imagine Espanol data

Strategy 1 Details	Reviews			
Strategy 1: Use the formative reviews (quick checks) in a manner to show progress from unit to unit thus resulting in over all incremental gains. Strategy's Expected Result/Impact: Increased levels of student performance and achievement Staff Responsible for Monitoring: Classroom teachers, interventionists, campus leadership team and administrators	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Roanoke Elementary will ensure that small group instruction in reading and phonics takes place four to five days a week based on individual reading needs with supporting data from the unit quick checks. Strategy's Expected Result/Impact: Increase student understanding of a skill or targeted area in reading. Staff Responsible for Monitoring: Classroom teacher Targeted Support Strategy	Formative			Summative
	Nov	Jan	Mar	May
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 1: Northwest ISD will invest in personalized learning experiences as well as, the growth and achievement of every student.

Performance Objective 2: 1.2 Academic Progress: Our students will achieve individualized academic goals to reach a year's growth or more in all content areas.

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

Strategy 1 Details	Reviews			
Strategy 1: All students will meet with their teachers to set academic goals based on previous year data or BOY Map data , and track this goal through the course of the year. Strategy's Expected Result/Impact: Improved levels of student growth across the campus. Staff Responsible for Monitoring: Classroom teachers, campus leadership team, administrators	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Participate with campus coaches to evaluate traditional hotspots and campus areas of weakness to create strategic lessons. Strategy's Expected Result/Impact: Increase growth for grade level misconceptions Staff Responsible for Monitoring: coaches, administration, campus teachers	Formative			Summative
	Nov	Jan	Mar	May
Strategy 3 Details	Reviews			
Strategy 3: Students will set personalized goals in reading and math within a unit or module that they will track to promote ownership and growth. Students will check in with classmates and teachers weekly to reflect on progress. (Problem of Practice) Strategy's Expected Result/Impact: Students will show growth in each unit thus resulting in overall growth from BOY. Staff Responsible for Monitoring: all faculty	Formative			Summative
	Nov	Jan	Mar	May
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 1: Northwest ISD will invest in personalized learning experiences as well as, the growth and achievement of every student.

Performance Objective 3: 1.3 College, Career and Military Readiness: Our students will graduate life ready and prepared for success in career, college, or military service.





Evaluation Data Sources: At risk data, attendance data

Strategy 1 Details	Reviews			
Strategy 1: Expose students to different college and career options via teacher college spots, career day and Ranger Day exposers. Strategy's Expected Result/Impact: Increase student awareness	Formative			Summative
	Nov	Jan	Mar	May
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>				

Goal 2: Northwest ISD will recruit, value, and retain highly effective staff prepared to meet the individual needs of our students and learning community.

Performance Objective 1: 2.1 Recruit: Roanoke Elementary will have an unwavering commitment to attract and welcome high quality staff.





Evaluation Data Sources: monthly staff feedback form, retention reports, OHI reports

Strategy 1 Details	Reviews			
Strategy 1: Build capacity in teachers and provide them a voice on the campus through decision making in planning. 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	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Recognize and value staff by: promoting staff to staff and parent to staff shout-outs; Golden Oaks Awards, Tuesday treats, learning through peers. Strategy's Expected Result/Impact: Increased staff morale and staff retention rates Staff Responsible for Monitoring: Campus administrators	Formative			Summative
	Nov	Jan	Mar	May
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 2: Northwest ISD will recruit, value, and retain highly effective staff prepared to meet the individual needs of our students and learning community.

Performance Objective 2: 2.2 Value: Roanoke Elementary will invest in all staff through a culture of support, development and empowerment to make a positive impact on the learning community.





Evaluation Data Sources: Teachers will learn in PLCs 3 times a year with coaches, campus goal evaluation, TTess evaluations, campus surveys

Strategy 1 Details	Reviews			
Strategy 1: Teachers will focus on an area of need that they feel, supported with data, they can grow in to benefit their students. Strategy's Expected Result/Impact: Teachers will learn strategies and tools to help students be successful in areas they determine they can learn. Staff Responsible for Monitoring: Team leads, administration	Formative			Summative
	Nov	Jan	Mar	May
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 2: Northwest ISD will recruit, value, and retain highly effective staff prepared to meet the individual needs of our students and learning community.

Performance Objective 3: 2.3 Retain Northwest ISD will retain highly effective staff through meaningful relationships, ongoing support, and professional growth opportunities.

Evaluation Data Sources: meeting with admin, monthly culture surveys

Strategy 1 Details	Reviews			
Strategy 1: We will hold individual meetings each semester to provide a personal connection with each staff member. Strategy's Expected Result/Impact: Show each employee a level of respect and value. Staff Responsible for Monitoring: Erin Appling	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Provide intentional opportunity for faculty to expand their own knowledge around topics they feel will better support students. Strategy's Expected Result/Impact: Grow faculty members to feel connected and valued. Staff Responsible for Monitoring: All faculty	Formative			Summative
	Nov	Jan	Mar	May
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 3: Northwest ISD will foster a safe environment and a culture of engagement that values the voices of all students , staff, families and community members.

Performance Objective 1: 3.1. Engagement: Roanoke Elementary will foster an environment of engagement with every member of our community through collaborative dialogue and partnership opportunities.

Evaluation Data Sources: Community feedback, volunteer participation, visitor logs, community surveys

Strategy 1 Details	Reviews			
Strategy 1: Engage community partners in unique and novel ways such as: Coffee Talks, community service projects, Silver Ranger membership program, and partnerships with other organizational "Rangers" (Park Rangers, Texas Rangers, Army Rangers) 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	Formative			Summative
	Nov	Jan	Mar	May
<div><div><div><div></div><div>0%</div></div><div>No Progress</div></div><div><div><div></div><div>100%</div></div><div>Accomplished</div></div><div><div><div></div></div><div>Continue/Modify</div></div><div><div><div></div></div><div>Discontinue</div></div></div>				

Goal 3: Northwest ISD will foster a safe environment and a culture of engagement that values the voices of all students , staff, families and community members.

Performance Objective 2: 3.2 Culture: Northwest ISD will model and instill a culture of belonging where students, staff , families and community voices are heard and valued.





Evaluation Data Sources: students and families conversation and feedback

Strategy 1 Details	Reviews			
Strategy 1: Each month the campus will participate in a survey (thought exchange) to give voice to current initiatives and extra curricular events, The campus can discuss the why or create a solution. Strategy's Expected Result/Impact: Make change that is valuable to the campus stakeholders. Staff Responsible for Monitoring: Leadership team	Formative			Summative
	Nov	Jan	Mar	May
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✖</div>Discontinue</div></div>				

Goal 3: Northwest ISD will foster a safe environment and a culture of engagement that values the voices of all students, staff, families and community members.

Performance Objective 3: 3.3 Safety: Northwest ISD will continuously improve, maintain and communicate systems of support to strengthen the physical and emotional well-being of our students, staff, and community.

Evaluation Data Sources: OHI results

Strategy 1 Details	Reviews			
Strategy 1: Faculty meetings streamlined to help teachers, staff and students manage time directly to reduce time spent outside of work on work needs. Strategy's Expected Result/Impact: Help teachers develop a work life balance that promotes a healthy mental status. Staff Responsible for Monitoring: Administration	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Creation of a year at a glance document for PTA and extra campus events, so that all stakeholders can ensure attendance. Strategy's Expected Result/Impact: All members feel that their time is valued Staff Responsible for Monitoring: Leadership team	Formative			Summative
	Nov	Jan	Mar	May
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Northwest Independent School District
Schluter Elementary School
2023-2024 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

Learners today...Leaders tomorrow!

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	Homeless
58%	20%	13%	2 %	7%	19 %	15%	7%	7 %	9%	7%	18 %	14%	3

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 721 students from Haslet and parts of Fort Worth. We are located in a fast growth area. This year we have added two Pre-K classes and an Early Childhood Special Education class. We are still becoming more diverse each year. Our current demographics consist of 20% Hispanic, 7% Asian, 13% Black, 58% 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, 7% who are LEP or EB learners, 9% receiving GT services, and 19% are economically disadvantaged.

Demographics Strengths

The following have been identified as demographic strengths.

Staff Strengths:

- Returning staff members: 56
- Mentors & Buddies: 8 Mentors & 11 Buddies for certified staff; 9 Buddies for new paraprofessionals
- Curriculum Writers: 3 NISD Curriculum Writers
- NISD Leadership Pathways: 2 teachers participating in NISD Leadership Pathways
- Our campus has now served as a model campus for New Teacher Academy for 5 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: Operations Team Leaders, Instructional Team Leaders, Sunshine Committee, Positive Behavior Supports, 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?

Student Academics & Support:

- Emergent Bilingual students have the support of a campus ESL Interventionist that is on campus 2-3 days per week.
- Dyslexia: 2 Dyslexia Specialists on campus
- MTSS support: 1 MTSS Intervention Specialist
- PreK: 2 PreK classrooms with both tuition based and eligibility based students
- At-risk: Procedures and protocols for identifying and monitoring students classified as at-risk
- Special Education: 3 Resource teachers in addition to ECSE, SLC, and SEAC classrooms. Special education support services include Speech, OT, PT, VI, DHH, O&M, AdPE, LSSP, BCBA
- GT: 1 GT Specialist on campus
- Behavior Interventionist: 1 BI on campus 2-3 days per week to support general education, special education, and MTSS students and teachers
- Counselor: 504 Coordinator, parent partner, and SEL/Counseling support for all students

Community Engagement:

- 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, and bring engaging presentors to our campus for unique student learning opportunities.
- With PTA support, we are offering a campus evening event for families and community each month.
- We are hosting a Volunteer meeting before our Curriculum Night this year, to inform and showcase all of the volunteer opportunities in our building this year including opportunities to work with students, supporting teachers, and our Watch DOGS program.
- 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): As our school staff continues to grow, misalignment occurs on teams causing miscommunication and different methods and supports for students. **Root Cause:** The onboarding process for new staff requires additional time and human resources.

Student Learning

Student Learning Summary

Student Learning Section:

STAAR:

Grade Level & Test	2022 3rd Grade Reading	2023 3rd Grade Reading	2022 3rd Grade Math	2023 3rd Grade Math	2022 4th Grade Reading	2023 4th Grade Reading	2022 4th Grade Math	2023 4th Grade Math	2022 5th Grade Reading	2023 5th Grade Reading	2022 5th Grade Math	2023 5th Grade Math	2023 5th Grade Science
% Approaches	82%	93%	84%	88%	90%	88%	77%	77%	94%	94%	93%	85%	76%

DRA:

	K	1	2	3	4	5
% On/Above Reading Level	77%	71%	81%	81%	81%	81%
% Met Growth Projection	79%	58%	93%	75%	54%	67%

MAP:

	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	15.1	15	11.4	11	8.8	9	6.9	8
Math	15.9	18	14.1	15	12.4	11	11	9

Student Learning Strengths

Schluter continues to monitor data points and growth measures for all students. We have observed that in many grade levels, a higher percentage of students are On/Above Reading Level at the end of the year, while a lower percentage point is on level, but did not make a year's growth. In MAP, our data indicates that the observed growth is higher than expected growth for 4th and 5th reading, while slightly lower for 2nd and 3rd. In MAP math, 2nd and 3rd saw observed growth to be higher than expected growth, while 4th and 5th were slightly lower. In DRA, 71% of all students, or higher, left the grade level reading "On/Above Reading Level." In STAAR, third grade passing rates increased for both reading and math from the 2022 to 2023 testing year. STAAR Reading passing rates stayed at 88% or above for 3rd-5th, even with the addition of the new testing components.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Students need personalized growth goals that will help fill their educational gaps and support their ability to meet their expected growth level.

Root Cause: We have students with various gaps and instructional needs from reteaching to extensions.

Problem Statement 2 (Prioritized): Student achievement data in MAPS shows observed growth to be lower than expected growth for one content while higher than expected growth in the other content area. **Root Cause:** Teacher focus was placed on intervention in one content area leaving less time for focus on the other content.

School Processes & Programs

School Processes & Programs Summary

Recruitment & Support:

- Added 20 new staff for the 2023-2024 school year.
- Mentor and buddy program that supports new and new to NISD teachers their first two years.
- New Teacher Academy

Curriculum & Instruction:

- Weekly PLC/District PLC
- Thursday Professional Development
- District Coaching Support

Professional Development:

- Campus and district professional development offered throughout the year and over the summer.

Leadership & Decision-Making Processes:

- Campus Committees meet regularly to identify and propose potential solutions for campus and district-based issues.
- Committees include: Instructional Leadership Team, Operational Leadership Team, Positive Behavior Supports Team, Safety & Medical Emergencies Team, Sunshine Committee, and event specific committees.
- Roles and responsibilities are clearly outlined with all teams having a representative.
- Monthly meetings with administration and PTA.

Communication:

- Campus newsletter is sent from the administration to families through Parent Square weekly. Teams also send their newsletters through Parent Square weekly.
- Social media platforms are utilized to promote and showcase upcoming events.
- Internal communication sent to staff in a variety of ways daily and weekly.

School Processes & Programs Strengths

PLC:

- 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.

Community Engagement:

- Monthly meetings with PTA. Implementing processes for streamlining communication with families through Parent Square. Monthly community events.

Committees:

- Roles and responsibilities of each committee are clearly outlined with all teams having a representative. Committees meet regularly to address campus needs and concerns with a clear agenda.

Safety:

- Revised and implemented new, safer, arrival and dismissal procedures for families. Campus duty schedule has been adjusted to promote appropriately dispersed monitors for all duty areas.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Not all staff members have a common understanding of processes, procedures, district expectations, and district curriculum due to new leadership and an influx of new staff. **Root Cause:** Administration change and adding 20 staff members

Perceptions

Perceptions Summary

Community:

We have a strong PTA that supports our teachers throughout the entire year. PTA partners with the campus to communicate volunteer opportunities. PTA brings unique educational opportunities to our students through programs and guest speakers. We partnered with PTA at Curriculum Night to have a Volunteer Information Session. Additionally, we have businesses who want to support our campus and teachers.

Students:

We provide opportunities to promote student leadership through Leadership Club, GMS (morning announcement team), leading Friday Assemblies, and being buddies to younger students. Leadership Club has jobs and responsibilities in different areas throughout the day. We also host a diverse assortment of student interest clubs such as DI, UIL, Robotics, UBC, Choir, Art Club, Running Club, and more. Students are recognized regularly for positive reasons both in class and during assemblies. Implementation and alignment of positive behavior framework (Be Rules).

Staff:

Staff have opportunities to socialize and build relationships outside of the building through our Sunshine Committee. Staff are supported through check-ins with Mentors or Buddies, and through team check-ins with administration. The campus has developed an Influencers page to guide teachers in identifying their strengths and opening up opportunities for others to learn from them.

Perceptions Strengths

Community:

- Monthly PTA Events that are Schluter traditions and adding new events.
- Streamlined communication through Parent Square.
- Additional opportunities for parents, grandparents, guests, and volunteers to be in the building.

Students:

- Student leadership opportunities.
- Engaging spaces - Space decorations.
- New playground equipment and shade (donated by PTA).
- Clubs and programs provide opportunities for students to showcase talents.

Staff:

- Many opportunities to have a voice in decision making.
- Many opportunities to lead and facilitate change on the campus and within the district.
- Many opportunities to seek curriculum and campus support, as needed.
- Committee and PTA support for maintaining a positive culture and morale.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Families have shared that they do not feel like there have been enough opportunities to be present in our building. **Root Cause:** Developing new norms and protocols post-COVID.

Priority Problem Statements

Problem Statement 1: As our school staff continues to grow, misalignment occurs on teams causing miscommunication and different methods and supports for students.

Root Cause 1: The onboarding process for new staff requires additional time and human resources.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Students need personalized growth goals that will help fill their educational gaps and support their ability to meet their expected growth level.

Root Cause 2: We have students with various gaps and instructional needs from reteaching to extensions.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Student achievement data in MAPS shows observed growth to be lower than expected growth for one content while higher than expected growth in the other content area.

Root Cause 3: Teacher focus was placed on intervention in one content area leaving less time for focus on the other content.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: Not all staff members have a common understanding of processes, procedures, district expectations, and district curriculum due to new leadership and an influx of new staff.

Root Cause 4: Administration change and adding 20 staff members

Problem Statement 4 Areas: School Processes & Programs

Problem Statement 5: Families have shared that they do not feel like there have been enough opportunities to be present in our building.

Root Cause 5: Developing new norms and protocols post-COVID.

Problem Statement 5 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
- 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
- Local Accountability Systems (LAS) data

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
- 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
- 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
- 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
- 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
- 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
- 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
- T-TESS 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
- Budgets/entitlements and expenditures data
- Study of best practices





Goals

Goal 1: Northwest ISD will provide personalized learning experiences and cultivate the growth and achievement of every student.

Performance Objective 1: Literacy

1.1 Our students will annually increase literacy proficiency to reach or exceed grade-level standards.

Strategy 1 Details	Reviews			
Strategy 1: Teachers will work collaboratively with their team and vertical teams to plan effective instruction to support student literacy growth goals. Strategy's Expected Result/Impact: Intentionally planned Tier 1 and Tier 2 instruction will impact literacy growth. Staff Responsible for Monitoring: Teachers Curriculum Coaches Adminstration Problem Statements: Demographics 1 - Student Learning 1, 2 - School Processes & Programs 1	Formative			Summative
	Nov	Jan	Mar	May

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: As our school staff continues to grow, misalignment occurs on teams causing miscommunication and different methods and supports for students. Root Cause: The onboarding process for new staff requires additional time time and human resources.
Student Learning
Problem Statement 1: Students need personalized growth goals that will help fill their educational gaps and support their ability to meet their expected growth level. Root Cause: We have students with various gaps and instructional needs from reteaching to extensions. Problem Statement 2: Student achievement data in MAPS shows observed growth to be lower than expected growth for one content while higher than expected growth in the other content area. Root Cause: Teacher focus was placed on intervention in one content area leaving less time for focus on the other content.
School Processes & Programs
Problem Statement 1: Not all staff members have a common understanding of processes, procedures, district expectations, and district curriculum due to new leadership and an influx of new staff. Root Cause: Administration change and adding 20 staff members

Goal 1: Northwest ISD will provide personalized learning experiences and cultivate the growth and achievement of every student.

Performance Objective 2: Academic Progress

1.2 Our students will achieve individualized academic goals to reach a year's growth or more in all content areas.

Strategy 1 Details		Reviews			
Strategy 1: Teachers will align their practices on progress monitoring of student growth and utilize this system to support student-led goal setting conferences. Strategy's Expected Result/Impact: Student growth measure will be positively impacted when students and teachers are working toward individualized student goals. Staff Responsible for Monitoring: Teachers Interventionists Curriculum Coaches Administration Problem Statements: Student Learning 1		Formative			Summative
		Nov	Jan	Mar	May
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>					





Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 1: Students need personalized growth goals that will help fill their educational gaps and support their ability to meet their expected growth level. Root Cause: We have students with various gaps and instructional needs from reteaching to extensions.

Goal 1: Northwest ISD will provide personalized learning experiences and cultivate the growth and achievement of every student.

Performance Objective 3: College, Career, Military & Life Readiness

1.3 Our students will graduate life ready and prepared for success in career, college, or military service.

Strategy 1 Details	Reviews			
Strategy 1: Morning Meeting will be utilized daily in each classroom to support growth in students' communication needs and SEL skills and strategies. Strategy's Expected Result/Impact: Gives students the language and skills to communicate needs and identify feelings and emotions. Staff Responsible for Monitoring: Teachers Counselor Administration Problem Statements: Demographics 1 - School Processes & Programs 1	Formative			Summative
	Nov	Jan	Mar	May
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				





Performance Objective 3 Problem Statements:

Demographics
Problem Statement 1: As our school staff continues to grow, misalignment occurs on teams causing miscommunication and different methods and supports for students. Root Cause: The onboarding process for new staff requires additional time time and human resources.
School Processes & Programs
Problem Statement 1: Not all staff members have a common understanding of processes, procedures, district expectations, and district curriculum due to new leadership and an influx of new staff. Root Cause: Administration change and adding 20 staff members

Goal 2: Northwest ISD will recruit, value, and retain highly effective staff prepared to meet the individual needs of our students and learning community.

Performance Objective 1: Recruit

2.1 Northwest ISD will have an unwavering commitment to attract and welcome high-quality staff.

Strategy 1 Details		Reviews			
Strategy 1: Through our campus mentoring program, district coaching support, and district New Teacher Academy, we will provide multiple sources of support and growth opportunities throughout the year for our staff members. Strategy's Expected Result/Impact: The campus will have a "culture of learners" mindset which will impact our collective growth and collective efficacy. Staff Responsible for Monitoring: Administration Campus Mentor Coordinator Curriculum Coaches Problem Statements: Demographics 1 - School Processes & Programs 1		Formative			Summative
		Nov	Jan	Mar	May
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>					





Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: As our school staff continues to grow, misalignment occurs on teams causing miscommunication and different methods and supports for students. Root Cause: The onboarding process for new staff requires additional time and human resources.
School Processes & Programs
Problem Statement 1: Not all staff members have a common understanding of processes, procedures, district expectations, and district curriculum due to new leadership and an influx of new staff. Root Cause: Administration change and adding 20 staff members

Goal 2: Northwest ISD will recruit, value, and retain highly effective staff prepared to meet the individual needs of our students and learning community.

Performance Objective 2: Value

2.2 Northwest ISD will invest in all staff through a culture of support, development, and empowerment to make a positive impact on the learning community.

Strategy 1 Details	Reviews			
Strategy 1: Through intentionally planned PLC and Professional Development opportunities, the campus will monitor growth and track progress toward our campus instructional focus goals of alignment, calibration, and collaboration. Strategy's Expected Result/Impact: Professional learning opportunities will be differentiated and personalized for individuals and teams to include: *District and campus PLCs *Campus PD *Coaching support and cycles *Coordination of Mentor Observations *Development & support of T-TESS goals with a focus on our campus needs and progress toward meeting our campus instructional goals. Staff Responsible for Monitoring: Administration Curriculum Coaches Campus Mentor Coordinator Instructional Leadership Team Problem Statements: Demographics 1	Formative			Summative
	Nov	Jan	Mar	May
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				





Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: As our school staff continues to grow, misalignment occurs on teams causing miscommunication and different methods and supports for students. Root Cause: The onboarding process for new staff requires additional time time and human resources.

Goal 2: Northwest ISD will recruit, value, and retain highly effective staff prepared to meet the individual needs of our students and learning community.

Performance Objective 3: Retain

2.3 Northwest ISD will retain highly effective staff through meaningful relationships, ongoing support, and professional growth opportunities.

Strategy 1 Details		Reviews			
Strategy 1: Our campus Sunshine Committee , Instructional Leadership Team, and Mentor Coordinator will collaborate to identify areas in need of support within the culture of our campus. Strategy's Expected Result/Impact: Intentionally planned time for culture checks, and team building experiences for staff will support the culture of the campus. Campus staff will see themselves as an important part of our campus family with safe opportunities to seek support. Staff Responsible for Monitoring: Administration Instructional Leadership Team Campus Mentor Coordinator Curriculum Coaches Problem Statements: Demographics 1		Formative			Summative
		Nov	Jan	Mar	May
<div> <div> 0% No Progress</div> <div> 100% Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>					





Performance Objective 3 Problem Statements:

Demographics
Problem Statement 1: As our school staff continues to grow, misalignment occurs on teams causing miscommunication and different methods and supports for students. Root Cause: The onboarding process for new staff requires additional time time and human resources.

Goal 3: Northwest ISD will foster a safe environment and a culture of engagement that values the voices of all students, staff, families, and community members.

Performance Objective 1: Engagement

3.1 Northwest ISD will foster an environment of engagement with every member of our community through collaborative dialogue and partnership opportunities.

Strategy 1 Details	Reviews			
Strategy 1: Through partnerships with PTA and our community, we will collaborate to develop events that are engaging to the members of our diverse community. We will ensure that communication is sent timely and routinely to notify our community of invitations to events. Strategy's Expected Result/Impact: These events will be inclusive of all stakeholders, not just members of our building, and focus on ways to partner and support students within our school. Staff Responsible for Monitoring: Administration All staff Problem Statements: Perceptions 1	Formative			Summative
	Nov	Jan	Mar	May
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				





Performance Objective 1 Problem Statements:

Perceptions
Problem Statement 1: Families have shared that they do not feel like there have been enough opportunities to be present in our building. Root Cause: Developing new norms and protocols post-COVID.

Goal 3: Northwest ISD will foster a safe environment and a culture of engagement that values the voices of all students, staff, families, and community members.

Performance Objective 2: Culture

3.2 Northwest ISD will model and instill a culture of belonging where all students, staff, families, and community voices are heard and valued.

Strategy 1 Details	Reviews			
Strategy 1: We will engage our families and community partners by increasing two-way communication regarding campus news, events, and volunteer opportunities. Strategy's Expected Result/Impact: Stakeholders will trust that their voices, input, and ideas are heard and valued. Stakeholders will be invited, welcomed, and valued when on campus. Staff Responsible for Monitoring: Administration All staff Problem Statements: Perceptions 1	Formative			Summative
	Nov	Jan	Mar	May
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				





Performance Objective 2 Problem Statements:

Perceptions
Problem Statement 1: Families have shared that they do not feel like there have been enough opportunities to be present in our building. Root Cause: Developing new norms and protocols post-COVID.

Goal 3: Northwest ISD will foster a safe environment and a culture of engagement that values the voices of all students, staff, families, and community members.

Performance Objective 3: Safety

3.3 Northwest ISD will continuously improve, maintain and communicate systems of support to strengthen the physical and emotional well-being of our students, staff, and community.

Strategy 1 Details		Reviews			
Strategy 1: Through the implementation of our positive behavior framework, we will promote, support, and proactively provide direct instruction regarding how we collectively keep our building respectful, responsible, safe, and fun to be around. Strategy's Expected Result/Impact: These systems provide aligned and clear expectations in our building for all students and staff in regards to how we interact with each other: respectfully, responsibly, safely, and in a fun to be around manner. Staff Responsible for Monitoring: Administration Positive Behavior Supports Team All staff Problem Statements: Demographics 1 - School Processes & Programs 1		Formative			Summative
		Nov	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue					

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 1: As our school staff continues to grow, misalignment occurs on teams causing miscommunication and different methods and supports for students. Root Cause: The onboarding process for new staff requires additional time and human resources.
School Processes & Programs
Problem Statement 1: Not all staff members have a common understanding of processes, procedures, district expectations, and district curriculum due to new leadership and an influx of new staff. Root Cause: Administration change and adding 20 staff members

Northwest Independent School District

Sendera Ranch Elementary School

2023-2024 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.

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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	MTSS	Homeless
49.16%	18.67%	22.29%	2.65%	6.39%	36.27%	19.76%	5.78%	6.87%	8.31%	7.23%	34.34%	14.22%	0%

Sendera Ranch Elementary was established in 2008, and it was the first school in the Sendera Ranch community. Our campus has high standards for academic excellence for all students and meeting the needs of the whole child.

The current student population is 830 students from part of the Sendera Ranch neighborhood and new communities Willow Springs and Modero. The enrollment increased from 760 students at the end of last school year to 830 at the beginning of this year. With the campus growth, the campus has increased to include 38 Gen Ed teachers, 4 electives teachers, 4 intervention specialists, 1 gifted & talented teacher, and librarian/media specialist. Our Special Education department consists of: 4 resource teachers, 2 PACEE teachers, 1 ECSE teacher, and 8 paraprofessionals. There are 2 fine arts paraprofessionals and 2 PreK 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 have one full-time diagnostician and 12 support staff shared with other campuses to support our Special Education department, including: 1 behavior interventionist, 1 speech pathologist, 1 speech pathologist assistant, 1 LSSP, OT, PT, APE, BCBA, VI, O&M, and music therapist.

There are many changes in staff on the campus since the previous principal opened Molly L. Carter Elementary in a nearby community. Changes include a new principal, counselor, office manager, office staff, and nurse who came from other elementary schools in NISD. Additionally, 21 members of our staff are new to NISD, with 7 first-year teachers. Ten teachers are in their second year. Overall, there are 50 new staff members to the campus.

Average attendance last year was 94.85% compared to 97.28% in 2020.

We have several components in place for staff recognition including SuperSTAR teacher of the week via staff nominations, and Educator of the Month via parent nominations. Teachers and staff members are also highlighted weekly via staff newsletters, weekly staff meetings, and social media, noting observations of best practices and service to students and staff.

Our PTA currently has 200 members including 55 staff members. The PTA Board is all new this year, and we are partnering to support student growth and promote a positive bond with our community.

Demographics Strengths

The campus diversity has increased. Our students and families feel connected and celebrated.

Our MTSS process produces legitimate referrals for SpEd/Dyslexia.

The implementation and growth of our campus House system has created a culture of enthusiasm and community that continues to thrive.

We have various systems in place including Tier Time, Accelerated Learning, MTSS, and tutoring. We have procedures in place for consistent monitoring, feedback, and accountability through PLCs, Instructional Leadership Team, Vertical PLCs, etc.

With the new staff, we have a collaborative group who is eager to bring new ideas and fresh perspective to our campus and instruction. One of our teachers is an ELA curriculum writer, while another served as a model classroom and is taking on a mentor/support role with our new Special Education teachers. All teachers support each other by participating in PLCs and various committees, including: Instructional Leadership Team, Operations Leadership Team, Mentor/Mentees/Buddy group, Behavior Support Framework Team, and Safety Team.

We have an active community with parents and families who support their students and our campus, serving as advocates and volunteers. Partnerships with both Wilson Middle School and Eaton High School allow us to bring older NISD students to campus to volunteer and intern in classrooms.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): In the last three years, student attendance has declined from 97.28% to 94.85%. **Root Cause:** Possible causes include: COVID, parental cautionary measures due to illness, family vacations, sports activities/competitions, decline in student engagement.

Problem Statement 2: SRE must intentionally work to build relationships and knowledge about each child and engagement them in the learning process. **Root Cause:** SRE has approximately 150 new students from other campuses this year.

Student Learning

Student Learning Summary

Student Learning Summary

(STAAR Data: 2022 vs. 2023)

Grade Level & Test	2022 3rd Grade Reading	2023 3rd Grade Reading	2022 3rd Grade Math	2023 3rd Grade Math	2022 4th Grade Reading	2023 4th Grade Reading	2022 4th Grade Math	2023 4th Grade Math	2022 5th Grade Reading	2023 5th Grade Reading	2022 5th Grade Math	2023 5th Grade Math	2022 5th Grade Science	2023 5th Grade Science
% Approaches	78%	67%	73%	56%	86%	83%	73%	66%	86%	86%	77%	75%	63%	63%

(DRA Data)

	K	1	2	3	4	5
% On/Above Reading Level	74%	69%	74%	65%	76%	78%
% Met Growth Projection	70%	73%	76%	73%	78%	81%

(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	15	18	12	12	9.1	9	7.1	3
Math	15.9	16	13.9	13	12.1	13	11	6

Student Learning Strengths

Students are making gains in all academic areas. Many are making more than a year's growth in math and reading, as we work to close gaps in learning. Additional support is provided through Multi-Tiered System of Supports (MTSS) and Emergent Bilingual (EB) interventions through both push-in and pull-out support.

Students reinforce literacy skills in all content areas as they worked on vocabulary enrichment, reading, and writing in English Language Arts & Reading, math, science, and social studies.

Participation in enrichment activities including UIL, Ultimate Book Challenge, and Destination Imagination are popular choices at Sendera, where students grow in their

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critical thinking, real-world application, and academics.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Gaps in student learning persist, and there is a decline in student achievement data. **Root Cause:** Tier 1 instruction is not meeting the needs of the targeted 80%.

Problem Statement 2: Students are working hard to learn missing concepts and are unable to keep up with new learning. **Root Cause:** Tier 2 and Tier 3 supports overlap with Tier 1 instruction.

School Processes & Programs

School Processes & Programs Summary

Teaching and Learning:

SRE has placed an emphasis on lesson planning and learning targets in order to help teachers create engaging and effective lessons for their students. In order to implement each of them with fidelity, the instructional leadership team worked together to create aligned expectations by grade-level.

The lesson planning and learning targets will also contribute to effective Tier 1 instruction. Lesson planning places an emphasis on standards-based planning. Teachers use PLC time to collaborate to comprehend the standard and create common student outcomes.

We will support students and teachers through FLEX grouping by content and grade level and create intervention AND extension plans as needed. To support this, all SRE teachers are expected to address student needs through differentiated instruction as well as ARD processes, G/T screening, 504 meetings, and the Behavior Support Framework.

Professional Learning:

The SRE staff is diverse in experience. There are 21 new teachers to the campus with 7 brand new teachers. To acknowledge our staff needs, campus administration met with each staff member individually to discuss their strengths and weaknesses throughout the summer in order to gather information about strengths and weaknesses of the staff and customize professional learning. All teachers are part of a Professional Learning Committee with the purpose of analyzing student work, designing common formative assessments, reviewing and responding to data, backwards designing, deepening content knowledge, and refining best practices. We are focusing on increasing content knowledge and refining our tier one/whole group instruction. During PLCs and lesson planning meetings, teachers will focus on teaching to the depth of the standards through engaging lessons. We are utilizing our curriculum resources to focus on relevance, rigor, and application of the learning.

One of the priorities for the campus will be to increase teacher capacity by collaborating with one another both inside and outside the classroom. We have a system for all teachers to participate in classroom observation cycles and learning walks throughout the year, giving and receiving feedback for continuous growth. All teachers will participate in at least two classroom observations of their peers and share feedback. This system is designed to allow all SRE teachers to both observe and be observed throughout the course of the school year.

We recruit highly qualified teachers. There is a mentor and buddy program that supports new and new to NISD teachers that lasts at least two years. New teachers are provided opportunities to observe model classrooms throughout the year, attend Engage and Welcome Home, and participate in New Teacher Academy.

Campus Culture:

SRE teachers actively participate in the campus in a variety of ways. The House System is a focal point of the campus for students and staff and SRE teachers have enthusiastically embraced the process. This implementation leads to increased campus engagement.

In addition, our teachers have the opportunity to participate in a variety of collaborative committees to support students and colleagues: Sunshine Committee, Operation Lead Teachers, Instructional Lead Teachers, Safety Team and Behavior Support Framework Team.

We are focusing on increasing content knowledge and refining our tier one/whole group instruction. During PLCs and lesson planning meetings, teachers will focus on teaching to the depth of the standards through engaging lessons. We are utilizing our curriculum resources to focus on relevance, rigor, and application of the learning.

School Processes & Programs Strengths

SRE has a long tradition of student and community engagement. The House system continues that tradition and provides a foundation that supports students social and emotional well-being by creating a sense of belonging.

SRE teachers are active learners. They continuously seek out feedback and guidance, not only from campus administration, but also from their colleagues in the form of PLCs and other learning committees. SRE PLCs are effective in developing collaborative learning, and teachers enthusiastically participate.

The influx of so many new staff members brings a renewed spirit of innovation and enthusiasm as teachers invest extra time in building relationships with each other and with students.

The process of allowing teachers to observe other teachers enhances not only the teaching and learning on campus, but also builds trust among staff members.

The numerous committee opportunities allow teachers to have a voice in the school's processes and provide a way to grow leadership capacity.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: SRE has experienced an influx of new staff members and needs to create a process to calibrate and align high-quality instruction in all classrooms. **Root Cause:** Because of the opening of another campus and the increase in size of the campus, there were more staff openings than normal.

Problem Statement 2: SRE has gaps in student data by content, grade level, and demographics. This will be addressed by consistently facilitating high levels of learning. **Root Cause:** Tier 1 instruction is implemented at different levels of effectiveness.

Problem Statement 3: Campus culture, despite strong traditions at SRE, need to be addressed in order to support both teachers and staff. **Root Cause:** The number of new staff members along with the addition of over 200 new students from other campuses provides and opportunity to reset and calibrate expectations and engage the entire school community.

Perceptions

Perceptions Summary

SRE is celebrating its 15th year and has had strong parent and community support throughout its existence. The PTA, which includes a high percentage of staff members, hosts numerous events both in and outside school hours that are well attended. The parent engagement survey showed high levels of confidence in the campus and staff. The staffs' perspective on the OHI survey showed that they often felt heard, but also that there are still areas that need to be addressed.

The House system is a point of pride at SRE and allows for students and teachers to engage in meaningful activities besides academics. Other clubs and organizations also exist at SRE as the campus strives to be inclusive and provide numerous opportunities for all students.

Perceptions Strengths

SRE has a culture that is inclusive and where staff, students, and parents work together to build an effective school. The communication and openness that the campus provides makes parents feel like partners in their child's education. Students enjoy coming to school and are greeted with exciting and innovative learning environments.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Clear and consistent expectations for student and staff behavior and learning must be established and reinforced. **Root Cause:** New and returning staff shared that some issues were not addressed in the previous school year and caused student learning and behavior to be a challenge.

Problem Statement 2: Consistent and positive communication from both the class and school level needs to be more frequent. **Root Cause:** Teachers have been inconsistent in their communication with parents. With approximately 150 new students and families and over 20 new staff members, consistent communication is needed.

Priority Problem Statements

Problem Statement 1: In the last three years, student attendance has declined from 97.28% to 94.85%.

Root Cause 1: Possible causes include: COVID, parental cautionary measures due to illness, family vacations, sports activities/competitions, decline in student engagement.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Gaps in student learning persist, and there is a decline in student achievement data.

Root Cause 2: Tier 1 instruction is not meeting the needs of the targeted 80%.

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

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Local Accountability Systems (LAS) data

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
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Texas approved PreK - 2nd grade assessment data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- 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
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

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

Parent/Community Data

- Parent surveys and/or other feedback

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

Goals





Goal 1: Northwest ISD will provide personalized learning experiences and cultivate the growth and achievement of every student.

Performance Objective 1: Literacy

1.1 Our students will annually increase literacy proficiency to reach or exceed grade-level standards.

High Priority

Evaluation Data Sources: mCLASS, MAP Growth, iReady

Strategy 1 Details	Reviews			
Strategy 1: Plan for formative assessment to monitor student progress and guide instruction during the lesson cycle. Strategy's Expected Result/Impact: At least 80% of students will score on or above grade level reading proficiency based on EOY mClass data. Staff Responsible for Monitoring: Administrators, Instructional Leadership Team, Teachers Problem Statements: Student Learning 1	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Build systemic data meetings into the campus calendar to align with critical assessments (MAP and M-Class) to monitor student progress and identify individual areas of strengths and weaknesses in order to address specific needs. Strategy's Expected Result/Impact: Teachers will be able to identify areas of focus for students and create lessons to accelerate learning. Staff Responsible for Monitoring: Campus leadership Problem Statements: Student Learning 1	Formative			Summative
	Nov	Jan	Mar	May
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: Gaps in student learning persist, and there is a decline in student achievement data. Root Cause: Tier 1 instruction is not meeting the needs of the targeted 80%.





Goal 1: Northwest ISD will provide personalized learning experiences and cultivate the growth and achievement of every student.

Performance Objective 2: Academic Progress

1.2 Our students will achieve individualized academic goals to reach a year's growth or more in all content areas.

High Priority

Evaluation Data Sources: mCLASS, MAP Growth, iReady

Strategy 1 Details	Reviews			
Strategy 1: Build learning communities that engage in authentic learning experiences, meet consistently to discuss evidence of student progress, celebrate successes, determine reteaching needs, and develop strategies for differentiation. Strategy's Expected Result/Impact: Increase the percentage of 2nd-5th grade students who meet projected growth measurement to 70% based on MAP Growth from BOY to EOY. Staff Responsible for Monitoring: Administrators, Instructional Leadership Team, Teachers Problem Statements: Student Learning 1	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Create and implement a focused structure for campus instructional cycles that include walk-through observations and feedback to individual teachers Strategy's Expected Result/Impact: Observations and feedback will be used to identify campus and grade level trends (both positive and negative) as well as individual teacher strengths. By providing timely and specific feedback, teachers will enhance their instruction. Staff Responsible for Monitoring: Campus leadership Problem Statements: Student Learning 1	Formative			Summative
	Nov	Jan	Mar	May
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 2 Problem Statements:





Student Learning
Problem Statement 1: Gaps in student learning persist, and there is a decline in student achievement data. Root Cause: Tier 1 instruction is not meeting the needs of the targeted 80%.

Goal 1: Northwest ISD will provide personalized learning experiences and cultivate the growth and achievement of every student.

Performance Objective 3: College, Career, Military & Life Readiness

1.3 Our students will graduate life ready and prepared for success in career, college, or military service.





Evaluation Data Sources: calendar of events

Strategy 1 Details	Reviews			
Strategy 1: Provide opportunities for students to engage with community leaders, learn about real-world opportunities, and practice applicable life skills. Staff Responsible for Monitoring: Administrators, Counselor, Art/Music/PE Teachers	Formative			Summative
	Nov	Jan	Mar	May
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 2: Northwest ISD will recruit, value, and retain highly effective staff prepared to meet the individual needs of our students and learning community.

Performance Objective 1: Recruit





2.1 Northwest ISD will have an unwavering commitment to attract and welcome high-quality staff.

Strategy 1 Details	Reviews			
Strategy 1: We have reached out to various universities and leveraged social media to create a network pipeline through effective partnerships as well as sharing positive information regarding our campus. Strategy's Expected Result/Impact: By utilizing NISD job fairs, social media, and direct communication with various universities, SRE will increase our applicant pool and attract and welcome high-quality candidates. Staff Responsible for Monitoring: Campus administration.	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Intentionally seek staff feedback by surveying staff each quarter to receive items of concern or consideration. Strategy's Expected Result/Impact: Staff will develop a sense of campus ownership by cultivating a feeling that they have a voice in decision making either individually or collectively. Staff Responsible for Monitoring: Campus leadership will conduct the survey; all staff will analyze the results	Formative			Summative
	Nov	Jan	Mar	May
Strategy 3 Details	Reviews			
Strategy 3: Implement various forms of staff recognition including weekly nomination from colleagues; monthly teacher of the month nominations solicited from parents and stakeholders. Strategy's Expected Result/Impact: Improved morale of staff and improved overall culture Staff Responsible for Monitoring: Campus admin will collect and structure "staff of the week" PTA will collect and monitor monthly nominations and select a winner	Formative			Summative
	Nov	Jan	Mar	May
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 2: Northwest ISD will recruit, value, and retain highly effective staff prepared to meet the individual needs of our students and learning community.

Performance Objective 2: Value

2.2 Northwest ISD will invest in all staff through a culture of support, development, and empowerment to make a positive impact on the learning community.

Strategy 1 Details		Reviews			
Strategy 1: We are investing time and effort into creating a collective vision for high quality instruction through engagement in PLCs, peer observations, consistent feedback cycles, and planning/collaborating with our instructional coaches. Strategy's Expected Result/Impact: The SRE staff will feel supported and empowered as they continue to develop as life-long learners and educators. Staff Responsible for Monitoring: Campus administration and instructional leadership team. Problem Statements: Student Learning 1		Formative			Summative
		Nov	Jan	Mar	May
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>					

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 1: Gaps in student learning persist, and there is a decline in student achievement data. Root Cause: Tier 1 instruction is not meeting the needs of the targeted 80%.

Goal 2: Northwest ISD will recruit, value, and retain highly effective staff prepared to meet the individual needs of our students and learning community.

Performance Objective 3: Retain





2.3 Northwest ISD will retain highly effective staff through meaningful relationships, ongoing support, and professional growth opportunities.

Strategy 1 Details	Reviews			
Strategy 1: Staff will engage in authentic learning experiences by observing each other and providing/receiving feedback on their practice, as well as participating in regular learning cycles in PLC and staff development meetings. Strategy's Expected Result/Impact: Increased self-efficacy, increase in students' academic growth and achievement Staff Responsible for Monitoring: Administrators, Instructional Leadership Team, Instructional Coaches	Formative			Summative
	Nov	Jan	Mar	May
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✖</div>Discontinue</div></div>				

Goal 3: Northwest ISD will foster a safe environment and a culture of engagement that values the voices of all students, staff, families, and community members.

Performance Objective 1: Engagement

3.1 Northwest ISD will foster an environment of engagement with every member of our community through collaborative dialogue and partnership opportunities.

Strategy 1 Details	Reviews			
Strategy 1: We will increase our family and community engagement through intentional and frequent communication with families and the community through ParentSquare, volunteer opportunities, and welcoming in families for various campus and PTA sponsored events. Strategy's Expected Result/Impact: We will strengthen and increase our community partnerships and increase community dialogue to more effectively support our students and staff. Staff Responsible for Monitoring: Campus administration. Problem Statements: Demographics 1	Formative			Summative
	Nov	Jan	Mar	May
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 1 Problem Statements:

Demographics	
Problem Statement 1: In the last three years, student attendance has declined from 97.28% to 94.85%.	
Root Cause: Possible causes include: COVID, parental cautionary measures due to illness, family vacations, sports activities/competitions, decline in student engagement.	

Goal 3: Northwest ISD will foster a safe environment and a culture of engagement that values the voices of all students, staff, families, and community members.

Performance Objective 2: Culture

3.2 Northwest ISD will model and instill a culture of belonging where all students, staff, families, and community voices are heard and valued.

Strategy 1 Details	Reviews			
Strategy 1: We will continue to develop our house system to support a culture of belonging, provide staff and families quarterly surveys, and share weekly and monthly newsletters to staff and families. Strategy's Expected Result/Impact: Increase our culture of belonging for all stakeholders. Staff Responsible for Monitoring: Campus administration.	Formative			Summative
	Nov	Jan	Mar	May
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✖</div>Discontinue</div></div>				

Goal 3: Northwest ISD will foster a safe environment and a culture of engagement that values the voices of all students, staff, families, and community members.

Performance Objective 3: Safety

3.3 Northwest ISD will continuously improve, maintain and communicate systems of support to strengthen the physical and emotional well-being of our students, staff, and community.

Strategy 1 Details	Reviews			
Strategy 1: We will increase our WatchDOGs membership this year to increase safety and security, as well as provide a security guard on campus at all times. Our counselor will support students' emotional well-being through guidance lessons and small group supports. Strategy's Expected Result/Impact: We will continuously improve and communicate systems of support with all stakeholders.	Formative			Summative
	Nov	Jan	Mar	May
<div><div><div><div></div><div>0%</div></div><div>No Progress</div></div><div><div><div></div><div>100%</div></div><div>Accomplished</div></div><div><div><div></div></div><div>Continue/Modify</div></div><div><div><div></div></div><div>Discontinue</div></div></div>				

Northwest Independent School District
Seven Hills Elementary School
2023-2024 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 accomplish 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

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Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

The following have been identified as areas of focus for the 2023 - 2024 school year based on the campus needs assessment:

- Close achievement and performance gaps in all content areas as measured by mCLASS/DRA/MAP/STAAR. Students are not meeting desired levels of mastery/proficiency or growth.
 - Continued focus on literacy instruction across content areas (listening, speaking, reading, writing, and thinking).
 - Increased focus on creating opportunities for meaningful, relevant, and authentic opportunities to write in all content areas. Students will know how to write like a mathematician, scientist, and leader.
 - Move students from code based reading proficiency to deep comprehension, with a focus on building student vocabulary.
 - Language of the discipline
 - morphology
 - Continued focus on planning and delivery of Tier I instruction in all content areas, with a focus on leveraging small group instruction as an instructional strategy.
 - Continued focus on building depth of understanding of the standards.
 - Continued focus on crafting and using learning targets.
 - Build teacher capabilities with using data in a meaningful way.
 - Plan for personalized learning experienced based on relevant data.
- Continue to foster a culture of leadership with attention to SEL, wellness, and appropriate student behavior.
 - Develop teacher understanding of student behavior and implement effective and appropriate responses to extreme and/or disruptive behavior.
- Responding to continue campus growth by building a sense of community and high levels of trust among staff, students and parents.
 - Increase family and community engagement in campus programs and events.
 - Develop effective systems and processes for consistently communicating student performance, achievement, and progress, as well as ways for parents to help students at home.
 - Continue to develop systems and structures to support new and returning staff, ultimately promoting increased retention rates.

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 MTSS distribution (176 at EOY 2023), 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. Facilitate grade level PLCs. 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 MTSS 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 176 students in MTSS (Tier 2 and Tier 3) 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 both new students needing intervention and any additional intervention necessary as a result of STAAR data, this Title I Interventionists primary roles and responsibilities will be to:

- Support the delivery of Tier 1 and Tier 2 intervention through a small group push-in model.
- Intervene with any Tier 2 and Tier 3 students not able to be supported by MTSS interventionists according to district expectations
- Support the special academic needs of the Tier 1, at-risk and/or 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 providing 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.
- Deliver HB4545 tutorials.

Title I Instructional Assistant: Provide intervention during the school day for Tier 1 and 2 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. Schedules and groups would be driven by relevant data, including MAP, STAAR, DRA, and benchmarks.

Behavior Interventionist: During the 2022 - 2023 school year, Seven Hills received behavior intervention support once a week by a district (centrally deployed) BI, and has also shared (,5 time) a Title I BI with another Title I elementary campus. There were 16 total students on the caseload, with some of these students requiring intensive support. Time was prioritized based on need with Kindergarten and a self-contained Special Education classroom receiving most of the support., . 37% of the students supported by the BIs received Special Education Services; 6% were Tier 1, 31 % Tier 2, and 12% Tier 3; 6% received 504 services. Five students were referred for Special Education Evaluation. Approximately 35 behavior plans were developed for students. Based on 2022 - 2023 data, current needs, and in preparation for projected growth, Seven Hills needs full-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 (disruptive and extreme).
- Creating behavior plans with the teacher, student and parent 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 MTSS.
- Engage in a coaching and feedback cycle with teachers on effective de-escalation strategies, positive behavior supports, and behavior interventions.
- Intervene as a member of the campus crisis team as needed to ensure student and staff safety.

Communities in Schools is a partnership that has been identified as a need for the 2022 - 2023 school year. CIS directly supports families and students through education programs, mentorship, 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 (65) 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.

2.5 Intervention Specialists (MTSS/EB): Seven Hills supported 176 students in MTSS during the 2022 - 2023 school year and has 62 students identified as Emergent Bilingual. 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 MTSS and EB students according to district expectations. They will serve as the lead contact for MTSS and EB requirements (including TELPAS and LPACS). Additional responsibilities include, but are not limited to:

- Support the specific academic needs of EB, 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-2) to close early literacy gaps.
- Intervene in 3rd grade to close proficiency gaps.
- Intervene in 4th and 5th grade to close proficiency gaps and ensure growth progress.
- Participate in Student Success Team as a case manager.
- Maintain appropriate eStar documentation for MTSS students.

EB Instructional Assistant: Provide intervention during the school day for EB students in mathematics and literacy. The EB 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. The EB Instructional Assistant would partner at the district level to ensure all reporting paperwork was completed accurately.

Demographics

Demographics Summary

Seven Hills is a PK - 5th grade campus in Northwest ISD with a student population of approximately 675 during the 2022 - 2023 school year. Seven Hills continues to be designated as a fast growth campus in NISD, one of the largest fast growth districts in the state. Throughout the course of the school year, 98 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 2022 snapshot data:

White	Hispanic	African American	2 or More Races	Asian	Economically Disadvantaged	Special Education	504	Dyslexia	GT	EB	At-Risk	MTSS	Homeless
59%	30%	6%	4%		49%	21%	7%	10%	8%	9%	45%	25%	

Campus attendance trends below the district average at 94%. This is an increase from 2022 (93%).

Staffing is adjusted every year to meet campus needs based on enrollment and student services. The 2022 - 2023 Seven Hills staff consisted of 33 general education classroom teachers, 6 special education teachers, 3 elective teachers (Art, Music, and P.E.), 7 intervention support (Dyslexia/MTA, Interventionist/MTSS, and Title 1 Interventionist) teachers, 1 gifted and talented teacher, and 1 library media specialist. Title I funds were used for the following staffing positions during the 2022 - 2023 school year: Two Interventionists, one instructional assistant, one Title I Intervention Specialist (*Campus Instructional Teacher - CIT*), and one Behavior Interventionist that is shared with another Title 1 campus 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 instructional assistant. We also have 7 special education paraprofessionals, 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, some shared with other campuses, to serve our special education population including diagnostician, speech, behavior interventionist, OT, PT, APE, and LSSP.

The student - teacher ratio in Kindergarten - 2nd Grade is 22:1. The student-teacher ratio in 3rd - 5th Grade is 24:1.

Campus/community growth has impacted campus demographics. Campus staffing does not yet reflect the changes and cultural diversity in our growing 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 had 7 Hispanic staff members, 5 bilingual (not bilingual certified) staff members, and 2 African American staff members.

During the 2022 - 2023 school year, the school had two self-contained special education classrooms, PACEE and ECSE, in addition to four teachers providing resource and inclusion services. Half-Day Pre-K is offered to families who meet qualification as well as tuition based.

MTSS, 504, and ARD committees meet regularly to discuss the needs and progress of students. We have a regular schedule (approximately every grading cycle)

for MTSS meetings in order to provide a consistent and meaningful opportunity to engage in collaborative problem solving for students receiving tiered interventions. 2022 - 2023 data was:

	504	Special Education	MTA/Dyslexia	MTSS Q1	MTSS Q2	MTSS Q3	MTSS Q4
Number of Students	47	139	65	144	133	162	176
				T2 Reading: 43 T2 Math: 37	T2 Reading: 41 T2 Math: 38	T2 Reading: 50 T2 Math: 38	T2 Reading: 61 T2 Math: 53
				T3 Reading: 73 T3 Reading: 68	T3 Reading: 65 T3 Reading: 60	T3 Reading: 85 T3 Reading: 60	T3 Reading: 82 T3 Reading: 54

During the 2022 - 2023 school year, Seven Hills saw an increase in extreme student behavior. 16 reports of violence or harm were made to others and 2 reports of self harm were made. Five Title IX reports were made and investigated. Seven Hills was supported by an NISD and Title I Behavior Interventionist. The Title I BI was shared with another Title I elementary campus. The caseload consisted of 21 students. 37% of the students supported received Special Education services; 6% were Tier 1, 31% were Tier 2, and 12% were Tier 3; 6% received 504 services.

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 and has applied for Lighthouse recertification.
- One EB instructional assistant supports the delivery of intervention to the EB student group.
- 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*). The primary role 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.
- 35 out of 36 instructional staff (core content, special education, intervention) have ESL Certification. A plan is in place to ensure all new staff are ESL certified.
- Two of the front office administrative assistants are bilingual.
- 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 *Interventionist (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 2022 - 2023 school year: Girls on the Run, Destination Imagination, Ultimate Book Challenge, Choir, Running Club, Spelling Bee, UIL, Student Lighthouse, Art Club, and Sharpen the Saw Clubs.
- Seven Hills offered Curriculum Night and a STAAR Parent Information Night for families to provide families with information on ways to support their students at home.
- Seven Hills offered a Leadership EXPO in March 2023, 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-led conferences.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): New staff, students and families do not have a deep understanding of and/or the tools/strategies necessary to be highly successful in the culture of leadership and learning created as a Leader in Me school. Building trust and authentic partnerships with new staff, students, and families is a need. **Root Cause:** Seven Hills has experienced rapid growth and opportunities to engage with/at the campus continue to be limited or do not meet the diverse needs of all stakeholders.

Problem Statement 2: 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 social issues and school safety concerns. As a result, staff are being required to expand their skillset to meet the diverse needs of students and families. Specifically, staff need continuous learning about classroom management, behavior support, culturally responsive practices, and school safety.

Problem Statement 3 (Prioritized): Staff and student attendance impacts growth and achievement. Student and staff attendance rates continue to be lower than the district average. **Root Cause:** Inconsistent attendance patterns continue influence the sense of urgency, desire and perceptions about the value and importance of school among families and staff.

Problem Statement 4 (Prioritized): Student behaviors are increasingly reactive and/or extreme, and staff are not adequately equipped to support the diverse behavior needs of students. **Root Cause:** Teacher training has not sufficiently prepared staff to support the changes in student behavior currently experienced in the classroom. Staff need specific/relevant training with access to easily implemented de-escalation strategies & behavior management tools. Staff/students need consistent access to experts able to support the implementation of strategies & intervene to ensure safety.

Problem Statement 5 (Prioritized): All students do not have equitable access to educational opportunity. **Root Cause:** Seven Hills continues to experience high rates of student mobility and rapid growth, and continues to be identified as a Title I school.

Student Learning

Student Learning Summary

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. 98 students were provided tutorials as designated by HB4545 during the 2022-2023 school year. 2022 STAAR Accountability:

- School Progress: B
- Academic Growth: B
- Closing Gaps: C
- Overall Rating: 78/C

2023 Accountability ratings have not been received. Spring 2023 STAAR results:

Grade Level and Test	2022 3rd Grade Reading	2023 3rd Grade Reading	2022 3rd Grade Math	2023 3rd Grade Math	2022 4th Grade Reading	2023 4th Grade Reading	2022 4th Grade Math	2023 4th Grade Math	2022 5th Grade Reading	2023 5th Grade Reading	2022 5th Grade Math	2023 5th Grade Math	2023 5th Grade Science
% Approaches	69%	72%	55%	55%	77%	76%	64%	74%	64%	74%	61%	75%	59%

Students will be provided tutorials as designated by HB1416 during the 2023 - 2024 school year based on the results of the 2023 STAAR once the results are provided by the state in August.

In pursuit of the 2022-2023 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 2023:

	K	1	2	3	4	5
% On/Above Grade Level	77%	55%	76%	60%	81%	73%
% Met Growth Projection	76%	47%	86%	73%	81%	74%

Based on EOY DRA data the following grade levels increased reading proficiency in our special populations:

- **SPED:** Kinder, 3rd, 4th
- **Hispanic:** 3rd, 4th
- **EB:** Kinder, 3rd
- **White:** Kinder, 2nd, 4th, 5th
- **ECD:** Kinder, 4th

It is evident that the following instructional supports/focus continue to be a priority:

- vocabulary instruction needs to be a continued focus to support the learning needs of Emergent Bilingual/English Leader student groups.
- Deep comprehension of text in grades 2-5.

MAP assessments are used in grades 2-5 to inform MTSS 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	4 Expected Growth	4 Observed Growth	5 Expected Growth	5 Observed Growth
Reading	14.9	16	12.1	10	9.3	8	7.4	3
Math	15.9	17	13.8	12	11.9	14	10.4	10

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:

- Quarterly data reviews continued through Extended PLCs. Grade level teams reviewed 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 fourth - 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 (Reading and Math) based on quintile groups.

- 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. In response to over 1/3 of the campus instructional staff being new to the campus, Seven Hills participated in a campus 4Dx for Educators book study in the fall of 2022 and completed the Academics 2 Impact Journey professional learning with the Leader in Me.
- New K-3rd teachers and the Title I Interventionist completed the Reading Academy.
- The campus responded to the needs of students through HB4545 tutorials.
- Campus teachers hosted Friday Night Light tutorials in the spring to address proficiency gaps (based on interim and MAP data) in identified students in grades 3-5. Students received one hour of reading tutorials and one hour of math tutorials in each session.
- Title 1 interventionists, counselor, librarian and GT teacher provided tutorials during the instructional day in math and ELA for identified students in grades 3-5 during the spring semester. TEK aligned resources were used.
- Administrators and Title 1 interventionist hosted data meetings with students prior to state testing in grades 3-5. Meetings included a review of STAAR, MAP, CBA, and Interim data sets, as well as short term goal setting.
- Summer school was offered to students based on a variety of data sets.

Tier 1 instruction and intervention continue to be a priority focus for the campus. The campus instructional focus was high quality instructional planning and learning targets. In pursuit of campus and district goals, all K-5 reading teachers engaged in Coaching Cycles with the NISD literacy/math coaches and campus administrators throughout the 2022 - 2023 school year. Additionally, in order to support grade level teams with the greatest numbers of new teachers in developing content knowledge and expertise, Kindergarten, 1st and 3rd grade teams engaged with the NISD Math Coach, Title I Interventionist, and campus administrators in weekly math planning sessions, including unpacking TEKS and developing learning targets.

Student Learning Strengths

The following have been identified as strengths in the area of Student Academic Achievement:

- End of the year DRA2 expectations indicated continued growth toward campus/district goals in three grade levels.
- The campus instructional focus (*tier 1 instructional planning and learning targets*) aligned with identified gaps in performance on literacy indicators and state assessments (math and literacy).
- 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, Imagine Learning, 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; specifically in grades 4 and 5.
- Seven Hills consistently and systematically utilizes the NISD Instructional Coaches (math and ELA) to support high quality Tier 1 instruction. K-2 and 3-5 teachers engaged in coaching cycles 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 implement immediately with support. The focus of the coaching cycles was the planning and delivery of different types of reading small groups, problem solving block, and mini lessons.
- Kinder, 1st, and 3rd participated in math planning coaching and modeling with math coaches and members of the administration team during the Spring Semester.
- Seven Hills has an Intervention Team (*2022 - 2023 Team*): 3 Dyslexia/MTA Interventionists, 2 MTSS and EL Interventionists, 2 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: Curriculum Night, October parent conferences, STEAM family leadership night, STAAR Parent Night, Leadership Expo with mini-student-led conferences, and a Spring Break and Summer Reading Challenge.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (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 an accountability rating lower than the district. **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. Rapid growth and attrition resulted in over one - third of the instructional staff being new. The STAAR test was new in 2023.

Problem Statement 2 (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 are not pervasive across the campus. **Root Cause:** Teacher retention and rapid growth over several years 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.

Problem Statement 3 (Prioritized): Staff and student attendance impacts growth and achievement. Student and staff attendance rates continue to be lower than the district average. **Root Cause:** Inconsistent attendance patterns continue influence the sense of urgency , desire and perceptions about the value and importance of school among families and staff.

Problem Statement 4 (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 on literacy based assessments and state accountability measures. The achievement gap in White, Hispanic, ED, and 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. Teacher retention rates and rapid growth have impacted instructional planning and delivery.

School Processes & Programs

School Processes & Programs Summary

School Processes and Programs:

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 has applied for recertification. 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, and all staff offered opportunity to attend an in-person two-day 7 Habits training*)
- Change Starts With Me summer LIM PD Choice Board (book study, pod casts, webinars, on-demand workshops)
- 4DX for Educators book study and Academics 2 Impact Journey professional learning
- Campus led professional learning sessions offered throughout the school year on campus practices and Leader in Me paradigms for new staff

Students are taught the "7 Habits of Happy Kids" through experiences and direct instruction. The 7 Habits meets the district's character education and 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 focused guidance lessons. A comprehensive scope and sequence, including resources and a timeline of implementation, was redesigned by the Leadership Action Team in the Spring of 2023. This scope and sequence now aligns with the curriculum content offered by the LIM.

Seven Hills participated in the Leader in Me Symposium event in February 2023. This was the first Symposium since March 2020. Seven Hills participation included:

- Campus site visit for approximately 200 guests. Campus tours lead by students, student speeches, student musical and dance performances, student question and answer panels, student-led Leadership Notebook conferences, and a student-led read aloud.
- Student leaders at Symposium registration event.
- Student speech at Symposium event.

- Three breakout sessions at Symposium event delivered by 7 staff members.

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 2022 - 2023 school year included, but were not limited to Ultimate Book Challenge, Girls on the Run, 4th Grade Musical, Choir, Destination Imagination (*10 campus teams in 2022 - 2023*), Art Club, Running Club, and UIL. During the 2022-2023 school year, campus wide Habit Huddle lessons were created and implemented to provide students an opportunity to learn what service learning is and to participate in a campus based service project. Additionally, students are offered enrichment through Sharpen the Saw Clubs. Sharpen the Saw Clubs happen every Friday morning for approximately 6 weeks, and students are able to choose an area of interest to participate.

We honor the greatness in Star Leaders. A Celebrations Menu was created to recognize the growth, achievement, and accomplishments of individuals, classrooms, and grade levels. Woot Woot Wednesdays were added to the celebrations menu as an opportunity for students who met Wildly Important Goals to be celebrated by campus administration. Student achievement and leadership is recognized through the Lighthouse Leader award. Two students are selected from each homeroom class as the Lighthouse Leader for the grading period.

The campus master schedule designates time 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, MTSS 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, 6 special education teachers, 3 electives teachers (Art, Music, and P.E.), 7 intervention support (Dyslexia/MTA, intervention/MTSS, and Title 1) teachers, 1 gifted and talented teacher, and 1 library media specialist. We also have 7 special education paraprofessionals, 1 Title I instructional assistant, 1 EB instructional assistant, 1 paraprofessional in PreK, and 1 P.E. paraprofessional. We have 1 principal, 1 assistant principal, 1 Title I Interventionist, 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, 7 intervention teachers, and a Title I Interventionist.

As a result of rapid growth and attrition, Seven Hills welcomed 29 new staff members, 23/29 instructional staff, during the 2022-2023 school year. In order to support induction and retention of new staff, a comprehensive approach to onboarding and professional learning had to be created and implemented. The following systems and structures were put in place to support new hires:

- Mentor/Buddy assignments
- Campus based new hire professional learning in August 2022
- Win-Win Wednesday mini-pd sessions for mentors and mentees
- Coaching and Feedback Cycles
- Quarterly check-ins/"I noticed" with the Principal

We practice shared decision making. Staff and students are engaged in campus decision making processes. Campus leadership teams align with the Leader in Me Framework. 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 and continues to foster 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 including whole campus, vertical and grade level teams, and new hire groups. 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, and SRI protocols are used to structure conversations. This cycle anchors the work of the PLC around the campus and team's WIG. PLCs during the 2022-2023 school year focused heavily on backward design, instructional planning, learning targets and content literacy. Instructional rounds are a part of this process, and one cycle of the campus "Lifting Instruction" protocol was completed during the 2022 - 2023 school year. Two cycles of NISD Learning Teams were completed at Seven Hills during the 2022-2023 school year. Extended PLCs continued to be implemented in grades K-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 NISD curriculum (math and reading), Tier 1 instruction/intervention and the paradigms of the Leader in Me. Specifically, goal setting, instructional planning, and learning targets were a priority focus for all staff.

Seven Hills was a Reading Academy campus during the 2021 - 2023 school year, and all Kindergarten - 3rd Grade teachers, SPED teachers and administrators completed the Reading Academy coursework at this time. During the 2022 - 2023 school year, all K-3 new hires and the CIT completed the Reading Academy coursework.

The campus has had a goal to promote staff-led professional learning. During the 2022 - 2023 school year, the following professional learning was designed and delivered by staff:

- 4Dx for Educators
- Differentiation and learning extensions
- Accommodations in the Classroom
- 9 Minute Challenge (a Tier 1 Intervention)
- 7 in 7 leadership connections
- Using visuals in the classroom
- Using MAP data to drive instruction

MTSS, 504, and ARD committees meet to discuss the needs and progress of students. We have a regular schedule for MTSS 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 Strategic Summit. Seven Hills has 3 parents represented on the Long-Range Planning Committee, and 2 parents participated in Leadership NISD. Seven Hills was recognized by the NISD Board of Trustees for the most volunteer hours in December and February.

K -5 students are 1:1 with Chromebooks. SeeSaw (K-2) and Google Classroom (3-5)are the primary platforms for digital learning.

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 2022 - 2023 school year: Habit Huddle Scope and Sequence revision for 2022 - 2023 school year, Kindness Week; Service Learning Projects and Service Learning direct instruction lessons, Family Mission Night, Habits at Home Quick Chats, Spring Leadership Challenge, Grow Your Heart in December, Habit Huddle scope and sequence alignment to new LIM curriculum for 2023 - 2024 school year
- The **Culture Leadership Action Team** completed the following projects during the 2022 - 2023 school year: Hills Huddle, Sharpen the Saw Clubs, Grow Your Heart in December, Kindness Week; Leadership Expo; Aloha STEAM Day; Creating a classroom culture of leadership project (Class Flag); Culture Curator
- The **Academics Leadership Action Team** completed the following projects during the 2022 - 2023 school year: Creating common practices for ELO

(homework); Habit Huddle read aloud book selection; 3-5 grade STAAR parent night; Creating campus Celebrations Menu including Woot Woot Wednesday; Lifting Instruction and Campus Bottom Lines alignment

- The **Student Lighthouse Team** completed the following projects during the 2022 - 2023 school year: December service learning project; campus tours, Symposium speeches
- All returning staff were provided an opportunity to express interest in/apply for a leadership team positions for the 2022-2023 school year, and clarity in roles and responsibilities within each respective leadership action team yielded increased levels of authentic shared decision making.
- The master schedule for Seven Hills provides for maximum use of available instructional time.
- Four teachers served as curriculum writers and ten provided professional development at the campus and district levels throughout the year.
- Seven staff members represented Seven Hills at the global level by presenting breakout sessions at the LIM Symposium event.
- All professional staff and paraprofessionals are involved in professional development opportunities designed to meet the needs of our student population.
- 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, and Interventionists.
- 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 2022 - 2023 school year. The campus routinely uses the See-Do-Get Principles of Effectiveness Map and SRI protocols to engage in reflective practices and structured conversations.
- 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 provide 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 a rapid growth community. **Root Cause:** Not all families have access to and/or the background knowledge necessary to support the instructional needs of students and help close learning gaps. Some parents lack clarity on academic expectations, current level of student performance related to grade level expectations and steps necessary to close existing gaps.

Problem Statement 2 (Prioritized): The redesigned campus model to support new and induction year staff has not been in place long enough to sufficiently support consistent leadership development and instructional growth. **Root Cause:** Rapid growth continues to impact the ratio of staff with sufficient to limited knowledge in understanding campus/district systems, routines, and processes. All 0-2 year staff need to continue to learn about the NISD Strategic Plan, NISD Instructional Framework, the NISD curriculum, the Leader in Me, 4Dx, and campus instructional expectations/bottom lines.

Perceptions

Perceptions Summary

Considering continued rapid growth experienced during the 2022 - 2023 school year and the projected growth for the 2023 - 2024 school year, building a positive, healthy campus culture that promotes leadership and learning continues to be a campus focus. As we start the 8th year of implementation of The Leader in Me framework with Franklin Covey and complete the Lighthouse recertification process, it will continue to 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.

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."

The campus participated in the Organizational Health Instrument survey in March 2023. The OHI measures faculty members' perceptions of the culture and internal dynamics of their school. Organizational health is the ability of an organization to function effectively, cope adequately, change appropriately, and grow from within. The overall health zone for the campus is "Independent". This indicates that team members have the freedom to function independently and that leaders will need to be responsible for ensuring that these individuals freedoms are not negatively impacting other independent teams. The following were identified as top and priority dimensions:

1. **Top Dimension: Communication Adequacy** - the state when information is relatively distortion free and travels both vertically and horizontally across the boundaries of an organization.

4.

Priority Dimension: Adaptation - the ability to tolerate stress and maintain stability while changing to meet the unique needs of the stakeholders.

In the fall of 2022, all 3rd - 5th grade students took the Satchel Pulse SEL survey. This survey has been used for two years, and we continue to learn more about effective ways to use the data. Based on the survey the following areas have been identified as the top areas of strength and priorities for improvement:

	Subskill	Competency
Area of Strength	Accurate Self Perception	Self Awareness
Area of Strength	Respect for Others	Social Awareness
Area of Strength	Goal Setting	Self Management
Priorities for Improvement	Perspective Taking	Social Awareness
Priorities for Improvement	Self Confidence	Self Awareness

Platforms used to communicate our campus mission and beliefs to different stakeholder groups were Parent Square, campus newsletters, campus website, Campus and PTA Facebook pages, parent conferences (both in person and phone), and family events. Specifically:

- Campus newsletter sent two times per month
- Positive parent phone calls made at beginning of first and second semester
- Curriculum Night (*September*)
- October parent conferences
- Leadership Expo (*Open House - March*)
- STAAR Parent Information Night (*March*)

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, including Meet the Teacher, family nights, musical and fine art evens, 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 challenge/activities as a tool to help students teach their families about the 7 Habits. The campus hosted multiple events this year:

- Curriculum Night
- Family Sharpen the Saw Night with “Grow Your Heart in December” home connection
- 5th Grade Veterans Day program
- 4th Grade Musical
- Leadership Expo (Open House) with Student Led Conferences
- 3-5 Grade STAAR Parent Information Night
- Awards Assemblies and Lighthouse Leader Assemblies
- Choir Concert
- Talent Show
- First Grade Mother's Day Tea
- Family STEAM Night in partnership with the Fort Worth Museum of Science and History
- Literacy Events: Northwest Reads, 1st Grade Chick-Nic, Book Character Parade
- Family Mission Night
- Thanksgiving Lunch
- Grandparents Day

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 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. Students participate in an application process to be selected, and primary campus roles and 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.

Seven Hills had a new PTA Executive Board for the 2022 - 2023 school year. The PTA was very active and completed the following projects aligned with their

goals:

- Tuesday Volunteer Program; 7 Hills was recognized with the highest volunteer hours logged in NISD during the months of December and February
- Rad Dads
- Carnival
- Sweetheart Dance
- Spooky Skate
- Spirit Shop
- Teacher Luncheons
- PTA Reflections
- Camp Read S'more

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 2022-2023 school year:

- 2 Bully Investigations
- 2 Threat Assessments
- 5 Title IX

Employee retention data for the 2022 - 2023 school year includes:

- 2 paraprofessionals resigned during the school year.
- 1 teacher retired and 4 teachers resigned

Perceptions Strengths

The following have been identified as strengths in the area of Perceptions:

- Campus OHI data collected in the Spring of 2023 indicates the state of the campus is “healthy.”
- Seven Hills is a Leader in Me Lighthouse School.
- Seven Hills fosters a positive culture and climate through partnerships such as CIS mentorships for students and mentors for new hires.
- 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.
- There has been a reduction in bully investigations. 2 bully investigations were completed in the 2022 - 2023 school year.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: A foundational understanding and systemic 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 to support the paradigms, depth of understanding of how to teach these principles, paradigms, and practices to students may not. The lack of connection between the "why" and the "how" is resulting in skills taught in isolation, ultimately impeding implementation.

Problem Statement 2: 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 social issues and school safety concerns. As a result, staff are being required to expand their skillset to meet the diverse needs of students and families. Specifically, staff need continuous learning about classroom management, behavior support, culturally responsive practices, and school safety.

Problem Statement 3 (Prioritized): Staff and student attendance impacts growth and achievement. Student and staff attendance rates continue to be lower than the district average. **Root Cause:** Inconsistent attendance patterns continue influence the sense of urgency, desire and perceptions about the value and importance of school among families and staff.

Problem Statement 4 (Prioritized): Student behaviors are increasingly reactive and/or extreme, and staff are not adequately equipped to support the diverse behavior needs of students. **Root Cause:** Teacher training has not sufficiently prepared staff to support the changes in student behavior currently experienced in the classroom. Staff need specific/relevant training with access to easily implemented de-escalation strategies & behavior management tools. Staff/students need consistent access to experts able to support the implementation of strategies & intervene to ensure safety.

Problem Statement 5 (Prioritized): New staff, students and families do not have a deep understanding of and/or the tools/strategies necessary to be highly successful in the culture of leadership and learning created as a Leader in Me school. Building trust and authentic partnerships with new staff, students, and families is a need. **Root Cause:** Seven Hills has experienced rapid growth and opportunities to engage with/at the campus continue to be limited or do not meet the diverse needs of all stakeholders.

Priority Problem Statements

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 an accountability rating lower than the district.

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. Rapid growth and attrition resulted in over one - third of the instructional staff being new. The STAAR test was new in 2023.

Problem Statement 1 Areas: Student Learning

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 on literacy based assessments and state accountability measures. The achievement gap in White, Hispanic, ED, and 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. Teacher retention rates and rapid growth have impacted instructional planning and delivery.

Problem Statement 2 Areas: Student Learning

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 are not pervasive across the campus.

Root Cause 3: Teacher retention and rapid growth over several years 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.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: All students do not have equitable access to educational opportunity.

Root Cause 4: Seven Hills continues to experience high rates of student mobility and rapid growth, and continues to be identified as a Title I school.

Problem Statement 4 Areas: Demographics

Problem Statement 5: A plan to support a meaningful and relevant academic home-school partnership is not adequately developed or sustainable to support learning in a rapid growth community.

Root Cause 5: Not all families have access to and/or the background knowledge necessary to support the instructional needs of students and help close learning gaps. Some parents lack clarity on academic expectations, current level of student performance related to grade level expectations and steps necessary to close existing gaps.

Problem Statement 5 Areas: School Processes & Programs

Problem Statement 6: Staff and student attendance impacts growth and achievement. Student and staff attendance rates continue to be lower than the district average.

Root Cause 6: Inconsistent attendance patterns continue influence the sense of urgency , desire and perceptions about the value and importance of school among families and staff.

Problem Statement 6 Areas: Demographics - Student Learning - Perceptions

Problem Statement 7: New staff, students and families do not have a deep understanding of and/or the tools/strategies necessary to be highly successful in the culture of leadership and learning created as a Leader in Me school. Building trust and authentic partnerships with new staff, students, and families is a need.

Root Cause 7: Seven Hills has experienced rapid growth and opportunities to engage with/at the campus continue to be limited or do not meet the diverse needs of all stakeholders.

Problem Statement 7 Areas: Demographics - Perceptions

Problem Statement 8: The redesigned campus model to support new and induction year staff has not been in place long enough to sufficiently support consistent leadership development and instructional growth.

Root Cause 8: Rapid growth continues to impact the ratio of staff with sufficient to limited knowledge in understanding campus/district systems, routines, and processes. All 0-2 year staff need to continue to learn about the NISD Strategic Plan, 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 9: Student behaviors are increasingly reactive and/or extreme, and staff are not adequately equipped to support the diverse behavior needs of students.

Root Cause 9: Teacher training has not sufficiently prepared staff to support the changes in student behavior currently experienced in the classroom. Staff need specific/relevant training with access to easily implemented de-escalation strategies & behavior management tools. Staff/students need consistent access to experts able to support the implementation of strategies & intervene to ensure safety.

Problem Statement 9 Areas: Demographics - Perceptions





Goals

Goal 1: Northwest ISD will provide personalized learning experiences and cultivate the growth and achievement of every student.

Performance Objective 1: Literacy

1.1 Our students will annually increase literacy proficiency to reach or exceed grade-level standards.

Strategy 1 Details	Reviews			
<p>Strategy 1: Literacy will be pervasive throughout all content area instruction. A consistent focus on content literacy instruction aligned with the NISD Instructional Framework will continue to be a priority, including promoting deep comprehension and vocabulary development through different instructional strategies, and the opportunity for written expression /response in all content areas.</p> <p>Strategy's Expected Result/Impact: Increase literacy proficiency and student achievement with the successful transfer of literacy skills (listening, speaking, reading and writing) across disciplines. Create a literacy rich environment. Deepen teacher understanding and capabilities with content literacy, vocabulary instruction, and literacy instructional strategies.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Academics Action Team, Title I Interventionist, NISD Instructional Coaches, Teachers</p> <p>Title I: 2.4, 2.5, 2.6 - Targeted Support Strategy</p> <p>Problem Statements: Student Learning 1, 2</p>	Formative			Summative
	Nov	Jan	Mar	May

Strategy 2 Details		Reviews			
<p>Strategy 2: Small groups will be leveraged as a high yield instructional strategy to meet the individual needs of students. Literacy small groups will be planned for based on reading/writing skill deficit and current text/writing level. Campus structures for data collection and review to inform small groups will be implemented through PLCs and a data driven Case Manager system. Student goals and Lead Time work will align with the small group instructional focus in order to provide students with more time to secure literacy skills.</p> <p>Strategy's Expected Result/Impact: Teachers will have a clear picture of student literacy growth progress and proficiency. Small group instruction, student goals, and reading intervention will be intentionally planned based on the needs of the student and end of expectations. Targeted intervention will be provided for students identified as needing support (Tier 2 & 3). Campus and district assessment data will reflect student growth and improvement in student achievement.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Title I Interventionist, Intervention Team, Teachers</p> <p>Title I: 2.4, 2.5, 2.6 - Additional Targeted Support Strategy</p> <p>Problem Statements: Student Learning 1, 2</p>		Formative			Summative
		Nov	Jan	Mar	May
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>					

Performance Objective 1 Problem Statements:

Student Learning
<p>Problem Statement 1: 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 an accountability rating lower than the district. 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. Rapid growth and attrition resulted in over one - third of the instructional staff being new. The STAAR test was new in 2023.</p> <p>Problem Statement 2: 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 are not pervasive across the campus. Root Cause: Teacher retention and rapid growth over several years 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.</p>

Goal 1: Northwest ISD will provide personalized learning experiences and cultivate the growth and achievement of every student.

Performance Objective 2: Academic Progress

1.2 Our students will achieve individualized academic goals to reach a year's growth or more in all content areas.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
<p>Strategy 1: The 4 Disciplines of Execution framework will be used to set academic goals at the campus and student level. We will regularly monitor progress based on growth and proficiency data. Progress toward goals will be monitored at both the instructional and individual student levels through accountability structures such as a Case Manager system and student data meetings. Progress towards goals will be communicated through campus scoreboards, student Leadership Notebooks, and quarterly parent data splash pages and quarterly goal setting sheets.</p> <p>Strategy's Expected Result/Impact: Staff and students will have a shared understanding and common language around the 4Dx framework and be able to engage in the process. Increase parent engagement with student academic progress. Increase student growth and proficiency as evidenced by student assessment data. Increase student ownership of learning. Close achievement gaps in low performing student groups.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Title I Interventionist, Leadership and Academic Action Teams, Teachers</p> <p>Title I: 2.4, 2.5, 2.6 - Targeted Support Strategy</p> <p>Problem Statements: Student Learning 1, 4 - School Processes & Programs 1</p>				

Strategy 2 Details		Reviews			
<p>Strategy 2: We will use PLCs as a high leverage structure to engage in professional learning, examine student work, analyze and respond to student performance data, and engage in instructional planning. Extended PLCs will be used for quarterly data reviews as a progress monitoring accountability measure</p> <p>Strategy's Expected Result/Impact: Teachers will have a clear understanding 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 the needs of students. Increased achievement in all student groups with a focus on White, Hispanic, Economically Disadvantaged, and Emergent Bilingual/English Learner student groups. Improved OHI data and teacher self and collective efficacy.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Title I Interventionist, NISD Instructional Coaches, Academic Action Team, Teachers</p> <p>Title I: 2.4, 2.5, 2.6 - Targeted Support Strategy</p> <p>Problem Statements: Student Learning 1, 2, 4</p>		Formative			Summative
		Nov	Jan	Mar	May
Strategy 3 Details		Reviews			
<p>Strategy 3: We will place an emphasis on Tier I instructional design, delivery, and intervention in order to improve academic achievement of all students. A common instructional planning process will be consistently implemented. Backward design will be used to identify and unpack high leverage, frequently tested, and low performing standards. We will use learning targets as an instructional tool to engage students in learning and self-assessment.</p> <p>Strategy's Expected Result/Impact: Common Language and consistent practices around Tier I instructional planning, instruction, and intervention established. Increase number of students consistently meeting standard on targeted TEKs. Common Language and consistent practices around Tier I instructional 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 I intervention/ reteach). Students will be active participants in goal setting, self-assessment, and progress monitoring throughout the lesson cycle.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Title I Interventionist, Teachers, NISD Instructional Coaches</p> <p>Title I: 2.4, 2.5, 2.6 - Targeted Support Strategy</p> <p>Problem Statements: Demographics 3 - Student Learning 1, 2, 3 - Perceptions 3</p>		Formative			Summative
		Nov	Jan	Mar	May
<div> <div>0%</div> <div>No Progress</div> </div> <div> <div>100%</div> <div>Accomplished</div> </div> <div> <div>→</div> <div>Continue/Modify</div> </div> <div> <div>✗</div> <div>Discontinue</div> </div>					





Performance Objective 2 Problem Statements:

Demographics
<p>Problem Statement 3: Staff and student attendance impacts growth and achievement. Student and staff attendance rates continue to be lower than the district average. Root Cause : Inconsistent attendance patterns continue influence the sense of urgency , desire and perceptions about the value and importance of school among families and staff.</p>
Student Learning
<p>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 an accountability rating lower than the district. 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. Rapid growth and attrition resulted in over one - third of the instructional staff being new. The STAAR test was new in 2023.</p> <p>Problem Statement 2: 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 are not pervasive across the campus. Root Cause: Teacher retention and rapid growth over several years 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.</p> <p>Problem Statement 3: Staff and student attendance impacts growth and achievement. Student and staff attendance rates continue to be lower than the district average. Root Cause : Inconsistent attendance patterns continue influence the sense of urgency , desire and perceptions about the value and importance of school among families and staff.</p> <p>Problem Statement 4: 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 on literacy based assessments and state accountability measures. The achievement gap in White, Hispanic, ED, and 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. Teacher retention rates and rapid growth have impacted instructional planning and delivery.</p>
School Processes & Programs
<p>Problem Statement 1: A plan to support a meaningful and relevant academic home-school partnership is not adequately developed or sustainable to support learning in a rapid growth community. Root Cause: Not all families have access to and/or the background knowledge necessary to support the instructional needs of students and help close learning gaps. Some parents lack clarity on academic expectations, current level of student performance related to grade level expectations and steps necessary to close existing gaps.</p>
Perceptions
<p>Problem Statement 3: Staff and student attendance impacts growth and achievement. Student and staff attendance rates continue to be lower than the district average. Root Cause : Inconsistent attendance patterns continue influence the sense of urgency , desire and perceptions about the value and importance of school among families and staff.</p>

Goal 1: Northwest ISD will provide personalized learning experiences and cultivate the growth and achievement of every student.

Performance Objective 3: College, Career, Military & Life Readiness

1.3 Our students will graduate life ready and prepared for success in career, college, or military service.

Strategy 1 Details	Reviews			
<p>Strategy 1: Students will be provided with opportunities within and beyond the school day to find their voice and develop academic and personal leadership skills through involvement in enrichment and extension activities. Habit Huddle will provide an intentional time for direct instruction and intentional practice with the LIM leadership competencies, campus core values and campus behavior support framework (Lead Self: Be Safe, Lead Others: Be Respectful, Lead the Pack: Be Responsible).</p> <p>Strategy's Expected Result/Impact: Provide opportunities for leadership development through the intentional delivery of leadership curriculum. 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, UIL, DI, Student Lighthouse, Choir, Art Club, etc. Provide opportunities for student voice and choice in Sharpen the Saw Clubs. Complete two campus service learning projects. Increase student attendance and decrease threat assessments/discipline referrals. Improve LIM MRA results.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor, Student Lighthouse Team Facilitators, Leadership and Culture Action Teams, GATES Teacher, Teachers, PTA</p> <p>Title I: 2.5, 2.6</p> <p>Problem Statements: Demographics 1, 3 - Student Learning 1, 3 - Perceptions 3, 5</p>	Formative			Summative
	Nov	Jan	Mar	May
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

Performance Objective 3 Problem Statements:

Demographics
<p>Problem Statement 1: New staff, students and families do not have a deep understanding of and/or the tools/strategies necessary to be highly successful in the culture of leadership and learning created as a Leader in Me school. Building trust and authentic partnerships with new staff, students, and families is a need. Root Cause: Seven Hills has experienced rapid growth and opportunities to engage with/at the campus continue to be limited or do not meet the diverse needs of all stakeholders.</p> <p>Problem Statement 3: Staff and student attendance impacts growth and achievement. Student and staff attendance rates continue to be lower than the district average. Root Cause : Inconsistent attendance patterns continue influence the sense of urgency , desire and perceptions about the value and importance of school among families and staff.</p>

Student Learning

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 an accountability rating lower than the district. **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. Rapid growth and attrition resulted in over one - third of the instructional staff being new. The STAAR test was new in 2023.

Problem Statement 3: Staff and student attendance impacts growth and achievement. Student and staff attendance rates continue to be lower than the district average. **Root Cause** : Inconsistent attendance patterns continue influence the sense of urgency , desire and perceptions about the value and importance of school among families and staff.

Perceptions

Problem Statement 3: Staff and student attendance impacts growth and achievement. Student and staff attendance rates continue to be lower than the district average. **Root Cause** : Inconsistent attendance patterns continue influence the sense of urgency , desire and perceptions about the value and importance of school among families and staff.





Problem Statement 5: New staff, students and families do not have a deep understanding of and/or the tools/strategies necessary to be highly successful in the culture of leadership and learning created as a Leader in Me school. Building trust and authentic partnerships with new staff, students, and families is a need. **Root Cause:** Seven Hills has experienced rapid growth and opportunities to engage with/at the campus continue to be limited or do not meet the diverse needs of all stakeholders.

Goal 2: Northwest ISD will recruit, value, and retain highly effective staff prepared to meet the individual needs of our students and learning community.

Performance Objective 1: Recruit

2.1 Northwest ISD will have an unwavering commitment to attract and welcome high-quality staff.

Strategy 1 Details		Reviews			
<p>Strategy 1: We will recruit highly qualified teachers whose strengths and goals match the needs and beliefs of the campus, and we will provide comprehensive professional development and support structures to support their success. Structures include but are not limited to Win-Win Wednesday, Coaching and Feedback Cycles, Mentorships, and new hire specific professional learning.</p> <p>Strategy's Expected Result/Impact: Improved teacher retention rates from 2022- 2023 school year, and current employees would engage in outreach and recruitment of highly qualified staff outside of our campus and NISD. Improved teacher confidence, self-efficacy, and capabilities with instructional planning and delivery by the end of the year. Established sense of teacher collective efficacy within grade level teams and with mentors/buddies.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Mentor Coordinator, Title I Interventionist, Mentor and Buddy Teachers, NISD Curriculum Coaches</p> <p>Title I: 2.5, 2.6</p> <p>Problem Statements: Demographics 1 - Student Learning 2 - School Processes & Programs 2 - Perceptions 5</p>		Formative			Summative
		Nov	Jan	Mar	May

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 1: New staff, students and families do not have a deep understanding of and/or the tools/strategies necessary to be highly successful in the culture of leadership and learning created as a Leader in Me school. Building trust and authentic partnerships with new staff, students, and families is a need. Root Cause: Seven Hills has experienced rapid growth and opportunities to engage with/at the campus continue to be limited or do not meet the diverse needs of all stakeholders.</p>
Student Learning
<p>Problem Statement 2: 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 are not pervasive across the campus. Root Cause: Teacher retention and rapid growth over several years 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.</p>

School Processes & Programs

Problem Statement 2: The redesigned campus model to support new and induction year staff has not been in place long enough to sufficiently support consistent leadership development and instructional growth. **Root Cause:** Rapid growth continues to impact the ratio of staff with sufficient to limited knowledge in understanding campus/district systems, routines, and processes. All 0-2 year staff need to continue to learn about the NISD Strategic Plan, NISD Instructional Framework, the NISD curriculum, the Leader in Me, 4Dx, and campus instructional expectations/bottom lines.

Perceptions

Problem Statement 5: New staff, students and families do not have a deep understanding of and/or the tools/strategies necessary to be highly successful in the culture of leadership and learning created as a Leader in Me school. Building trust and authentic partnerships with new staff, students, and families is a need. **Root Cause:** Seven Hills has experienced rapid growth and opportunities to engage with/at the campus continue to be limited or do not meet the diverse needs of all stakeholders.

Goal 2: Northwest ISD will recruit, value, and retain highly effective staff prepared to meet the individual needs of our students and learning community.

Performance Objective 2: Value

2.2 Northwest ISD will invest in all staff through a culture of support, development, and empowerment to make a positive impact on the learning community.

Strategy 1 Details	Reviews			
<p>Strategy 1: We will provide opportunities for all staff to develop themselves as leaders. All new staff will complete the 7 Habits of Highly Effective People and Leader in Me Core 1 courses. Returning staff are invited to complete these courses as a refresher. All staff have the opportunity to complete the "Change Starts With Me" self-paced professional development choice board. The campus will participate in three Leader in Me coaching days throughout the year, and Action Team Facilitators will participate in Community Coaching Days. All staff will be provided "booster" professional development through the Weekly Greatness, Win-Win Wednesdays, and 7 Habits in 7 Minutes sessions.</p> <p>Strategy's Expected Result/Impact: Personal growth and development as learners and leaders. Deeper understanding and application of the 7 Habits, 13 Trust Behaviors, and the LIM Leadership Competencies. Improved campus culture and organizational health. Improved teacher retention rates. Continued support of student leadership and empowerment.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Title I Interventionist, Counselor, Leadership and Culture Action Teams, Staff</p> <p>Title I: 2.5</p> <p>Problem Statements: Demographics 1 - Perceptions 5</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: All staff will be provided opportunities to leverage their genius and develop themselves as leaders within the organization. Campus systems and structures that promote leadership development include Action Team membership, PLC facilitation, Win-Win Wednesday leaders, 7 Habits and 7 Minutes presenters, Book Club leaders, and professional</p>	Formative			Summative
	Nov	Jan	Mar	May

development facilitators.

Strategy's Expected Result/Impact: Personal growth and development as learners and leaders. High functioning campus leadership Action Teams and grade level PLCs. Improved campus culture and organizational health (OHI). Improved teacher retention rates. Increase in number of staff engaged in leadership opportunities at the district level, including Leadership Pathways and curriculum writing teams.

Staff Responsible for Monitoring: Principal. Assistant Principal, Title I Interventionist, Action Teams members, Teachers

Title I:
2.4, 2.5, 2.6

Problem Statements: Student Learning 1, 2



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 2 Problem Statements:

Demographics

Problem Statement 1: New staff, students and families do not have a deep understanding of and/or the tools/strategies necessary to be highly successful in the culture of leadership and learning created as a Leader in Me school. Building trust and authentic partnerships with new staff, students, and families is a need. **Root Cause:** Seven Hills has experienced rapid growth and opportunities to engage with/at the campus continue to be limited or do not meet the diverse needs of all stakeholders.

Student Learning

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 an accountability rating lower than the district. **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. Rapid growth and attrition resulted in over one - third of the instructional staff being new. The STAAR test was new in 2023.

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Perceptions

Problem Statement 5: New staff, students and families do not have a deep understanding of and/or the tools/strategies necessary to be highly successful in the culture of leadership and learning created as a Leader in Me school. Building trust and authentic partnerships with new staff, students, and families is a need. **Root Cause:** Seven Hills has experienced rapid growth and opportunities to engage with/at the campus continue to be limited or do not meet the diverse needs of all stakeholders.

Goal 2: Northwest ISD will recruit, value, and retain highly effective staff prepared to meet the individual needs of our students and learning community.

Performance Objective 3: Retain

2.3 Northwest ISD will retain highly effective staff through meaningful relationships, ongoing support, and professional growth opportunities.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
<p>Strategy 1: We 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. A Learning Teams approach will be used to afford the opportunity for staff to engage and learn with and through others in vertically aligned groups. This structure will promote collaboration and the sharing of ideas across the campus and promote consistent implementation of instructional bottom lines and the campus instructional focus. A coaching and feedback cycle will be used to provide staff with personalized learning and instructional modeling, while also informing campus based professional learning/development needs.</p> <p>Strategy's Expected Result/Impact: 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 relevant learning target and deliver rigorous instruction. Increase teacher collaboration, develop a culture of high trust, and celebrate teacher growth and achievement. Growth on OHI.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Title I Interventionist, Academics Action Team, NISD Instructional Coaches, Teachers</p> <p>Title I: 2.4, 2.5, 2.6 - Targeted Support Strategy</p> <p>Problem Statements: Student Learning 1, 2, 4</p>				
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

Performance Objective 3 Problem Statements:

Student Learning
<p>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 an accountability rating lower than the district. 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. Rapid growth and attrition resulted in over one - third of the instructional staff being new. The STAAR test was new in 2023.</p> <p>Problem Statement 2: 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 are not pervasive across the campus. Root Cause: Teacher retention and rapid growth over several years 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.</p>

Student Learning





Problem Statement 4: 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 on literacy based assessments and state accountability measures. The achievement gap in White, Hispanic, ED, and 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. Teacher retention rates and rapid growth have impacted instructional planning and delivery.

Goal 3: Northwest ISD will foster a safe environment and a culture of engagement that values the voices of all students, staff, families, and community members.

Performance Objective 1: Engagement

3.1 Northwest ISD will foster an environment of engagement with every member of our community through collaborative dialogue and partnership opportunities.

Strategy 1 Details	Reviews			
<p>Strategy 1: We will continue to redefine engagement in order to promote family and community partnerships for leadership development and academic achievement. A variety of engagement opportunities and platforms will be offered throughout the year in alignment with campus goals and leadership competencies. Opportunities include, but are not limited to: Curriculum Night, Parent Conferences, Student-Led Conferences, Family Mission Night, 2 Family Leadership Nights, Extended Learning Opportunities (ELOs), Leadership Challenges, STAAR Parent Night, and Leadership Expo. Platforms to engage families include the addition of Hills Highlight videos to inform families of campus practices.</p> <p>Strategy's Expected Result/Impact: Engage parents in the work of the school and student learning. Increase partnerships between the home and school, ultimately communicating the value and importance of learning and leadership development. Increase parent knowledge of academic expectations and present levels of student success. Provide parents with tools needed to support individual student academic achievement at home. Increase student attendance, growth, and achievement rates.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Title I Interventionist, Counselor, Leadership and Academic Action Teams, 7 Habits of Healthy Families Trainers, Student Lighthouse Team, Staff</p> <p>Title I: 2.5, 4.1, 4.2</p> <p>Problem Statements: Demographics 1, 3 - Student Learning 1, 3, 4 - School Processes & Programs 1 - Perceptions 3, 5</p>	Formative			Summative
	Nov	Jan	Mar	May

Strategy 2 Details		Reviews			
Strategy 2: We will establish and maintain open lines of communication between the home and school in pursuit of student achievement goals. Individual student assessment reports will be shared with parents using a common campus template and timeline, strategies for learning and applying leadership skills aligned with the campus monthly focus will be offered in a variety of ways, and students will have the opportunity to share their progress and unique genius through Leadership Notebooks and student-led conferences. Strategy's Expected Result/Impact: Engage parents in the work of the school and student learning. Increase partnerships between the home and school, ultimately communicating the value and importance of learning and leadership development. Increase parent knowledge of academic expectations and present levels of student success. Provide parents with tools needed to support individual student academic achievement at home. Increase student attendance, growth, and achievement rates. Staff Responsible for Monitoring: Principal, Assistant Principal, Title I Interventionist, Counselor, Leadership and Academic Action Teams, 7 Habits of Healthy Families Trainers, Student Lighthouse Team, Staff Title I: 2.4, 2.5, 4.2 Problem Statements: Demographics 1 - Student Learning 1, 4 - School Processes & Programs 1 - Perceptions 5		Formative			Summative
		Nov	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue					

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: New staff, students and families do not have a deep understanding of and/or the tools/strategies necessary to be highly successful in the culture of leadership and learning created as a Leader in Me school. Building trust and authentic partnerships with new staff, students, and families is a need. Root Cause: Seven Hills has experienced rapid growth and opportunities to engage with/at the campus continue to be limited or do not meet the diverse needs of all stakeholders.
Problem Statement 3: Staff and student attendance impacts growth and achievement. Student and staff attendance rates continue to be lower than the district average. Root Cause : Inconsistent attendance patterns continue influence the sense of urgency , desire and perceptions about the value and importance of school among families and staff.
Student Learning
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 an accountability rating lower than the district. 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. Rapid growth and attrition resulted in over one - third of the instructional staff being new. The STAAR test was new in 2023.
Problem Statement 3: Staff and student attendance impacts growth and achievement. Student and staff attendance rates continue to be lower than the district average. Root Cause : Inconsistent attendance patterns continue influence the sense of urgency , desire and perceptions about the value and importance of school among families and staff.
Problem Statement 4: 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 on literacy based assessments and state accountability measures. The achievement gap in White, Hispanic, ED, and 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. Teacher retention rates and rapid growth have impacted instructional planning and delivery.

School Processes & Programs

Problem Statement 1: A plan to support a meaningful and relevant academic home-school partnership is not adequately developed or sustainable to support learning in a rapid growth community. **Root Cause:** Not all families have access to and/or the background knowledge necessary to support the instructional needs of students and help close learning gaps. Some parents lack clarity on academic expectations, current level of student performance related to grade level expectations and steps necessary to close existing gaps.

Perceptions





Problem Statement 3: Staff and student attendance impacts growth and achievement. Student and staff attendance rates continue to be lower than the district average. **Root Cause** : Inconsistent attendance patterns continue influence the sense of urgency , desire and perceptions about the value and importance of school among families and staff.

Problem Statement 5: New staff, students and families do not have a deep understanding of and/or the tools/strategies necessary to be highly successful in the culture of leadership and learning created as a Leader in Me school. Building trust and authentic partnerships with new staff, students, and families is a need. **Root Cause:** Seven Hills has experienced rapid growth and opportunities to engage with/at the campus continue to be limited or do not meet the diverse needs of all stakeholders.

Goal 3: Northwest ISD will foster a safe environment and a culture of engagement that values the voices of all students, staff, families, and community members.

Performance Objective 2: Culture

3.2 Northwest ISD will model and instill a culture of belonging where all students, staff, families, and community voices are heard and valued.

Strategy 1 Details	Reviews			
Strategy 1: We will continue to provide a variety of opportunities and platforms for students, staff, and families to participate in shared leadership, including but not limited to campus Action Teams, Student Lighthouse Teams, Stakeholder Dinners, PTA, WATCH DOGs/Rad Dads, service learning projects and leadership challenges. Strategy's Expected Result/Impact: Engage all staff in shared decision making and leadership opportunities. Promote student and staff leadership development. Engage parents in the work of the school and student learning. Increase partnerships between the home and school, ultimately communicating the value and importance of learning and leadership development. Increase parent knowledge of academic expectations and present levels of student success. Increase student attendance, growth, and achievement rates. Improve OHI scores. Staff Responsible for Monitoring: Principal, Assistant Principal, Academic Action Team, Leadership Action Team, Staff, Student Lighthouse Team, PTA Title I: 4.1, 4.2 Problem Statements: Demographics 1 - School Processes & Programs 1 - Perceptions 5	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: We will recognize personal and group successes for academic and leadership growth/achievement. Individual celebrations may include Howl at the Moon letters home, Culture Cultivator, Woot Woot Wednesdays, and Lighthouse Leader. Group celebrations may include WIG celebrations and Wolves Lead. A celebrations menu will be revised and implemented to offer voice and choice in how groups and individuals are recognized for achievements. Strategy's Expected Result/Impact: Improved employee retention rates. Improve OHI scores. Staff Responsible for Monitoring: Principal, Assistant Principal, Title I Interventionist, Counselor, Culture Action Team, Student Lighthouse Team, Staff	Formative			Summative
	Nov	Jan	Mar	May
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 2 Problem Statements:

Demographics

Problem Statement 1: New staff, students and families do not have a deep understanding of and/or the tools/strategies necessary to be highly successful in the culture of leadership and learning created as a Leader in Me school. Building trust and authentic partnerships with new staff, students, and families is a need. **Root Cause:** Seven Hills has experienced rapid growth and opportunities to engage with/at the campus continue to be limited or do not meet the diverse needs of all stakeholders.

School Processes & Programs

Problem Statement 1: A plan to support a meaningful and relevant academic home-school partnership is not adequately developed or sustainable to support learning in a rapid growth community. **Root Cause:** Not all families have access to and/or the background knowledge necessary to support the instructional needs of students and help close learning gaps. Some parents lack clarity on academic expectations, current level of student performance related to grade level expectations and steps necessary to close existing gaps.





Perceptions

Problem Statement 5: New staff, students and families do not have a deep understanding of and/or the tools/strategies necessary to be highly successful in the culture of leadership and learning created as a Leader in Me school. Building trust and authentic partnerships with new staff, students, and families is a need. **Root Cause:** Seven Hills has experienced rapid growth and opportunities to engage with/at the campus continue to be limited or do not meet the diverse needs of all stakeholders.

Goal 3: Northwest ISD will foster a safe environment and a culture of engagement that values the voices of all students, staff, families, and community members.

Performance Objective 3: Safety

3.3 Northwest ISD will continuously improve, maintain and communicate systems of support to strengthen the physical and emotional well-being of our students, staff, and community.

Strategy 1 Details	Reviews			
Strategy 1: We will develop and implement systems for Tier 1 behavior support aligned with our core values and leadership competencies (Lead Self: Be Safe, Lead Others: Be Respectful, Lead the Pack: Be Responsible). Strategy's Expected Result/Impact: Apply learning from Emergent Tree at the campus level. Develop common campus language, systems and structures for managing student behavior. Develop teacher capabilities for supporting tier 1 and extreme student behaviors. Reduced student discipline rates. Reduce incidences of threat assessments and bully investigations. Evidence of a positive and safe learning environment. Improve OHI data. Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor, Campus Behavior Support Framework Team, Teachers Title I: 2.4, 2.6 Problem Statements: Demographics 4 - Perceptions 4	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: In partnership with Communities in Schools, we will provide adult mentors for students to promote leadership development and meet the individual needs of learners. Mentor programs will include monthly and weekly schedules, virtual opportunities, and will engage community partners and local leaders. Strategy's Expected Result/Impact: Increase student attendance. Reduce discipline referrals. Develop academic, self-awareness, self-management, and leadership skills. Staff Responsible for Monitoring: CIS, Counselor Title I: 2.4, 2.5, 2.6	Formative			Summative
	Nov	Jan	Mar	May
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 3 Problem Statements:

Demographics

Problem Statement 4: Student behaviors are increasingly reactive and/or extreme, and staff are not adequately equipped to support the diverse behavior needs of students. **Root Cause:** Teacher training has not sufficiently prepared staff to support the changes in student behavior currently experienced in the classroom. Staff need specific/relevant training with access to easily implemented de-escalation strategies & behavior management tools. Staff/students need consistent access to experts able to support the implementation of strategies & intervene to ensure safety.

Perceptions

Problem Statement 4: Student behaviors are increasingly reactive and/or extreme, and staff are not adequately equipped to support the diverse behavior needs of students. **Root Cause:** Teacher training has not sufficiently prepared staff to support the changes in student behavior currently experienced in the classroom. Staff need specific/relevant training with access to easily implemented de-escalation strategies & behavior management tools. Staff/students need consistent access to experts able to support the implementation of strategies & intervene to ensure safety.

Northwest Independent School District
Thompson Elementary School
2023-2024 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.

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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
45%	29%	20%	2%	3%	36%	20%	4%	7%	7%	7%	33%	18%	2 students

J.C. Thompson Elementary, opened in 2011, is currently home to 749 students. We are a diverse and dynamic campus. Although, our attendance zones were modified and we are approximately 80 students smaller at this time, our school population is continuing to grow rapidly. Construction on dozens of homes in our attendance zone continues. Our number of students from Economically Disadvantaged families continues to hold steady, at 36% this year. We serve 20% of our student body with Special Education services, increasing year after year, and 7% of our students are served as students with characteristics of dyslexia. We serve 21% of our students in MTSS. Our student attrition rate is 18.9%. 33% of our students are at-risk.

Demographics Strengths

J.C. Thompson Elementary is home to 35 general education classroom teachers, 5 special education resource teachers and 2 unit special education teachers including SLC and ECSE. We have 4 electives teachers (Art, Music, and 2 P.E.) and 2 Fine Arts paraprofessionals, 2 Dyslexia teachers, 2 intervention support (Intervention Specialist) teachers, 1 gifted and talented teacher, and 1 media specialist. We have 1 half time EB specialist. We also have special education paraprofessionals (3 in SLC, 2 in ECSE and 3 in resource/inclusion), and 2 paraprofessionals in PreK. We have 1 principal, 1 assistant principal, 1 office manager, 1 counselor, 1 nurse, and 3 paraprofessionals serving as office receptionist, attendance clerk and campus office assistant. We also have 2 full-time diagnosticians on our campus. 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 9.8 compared with 11.3 at the district level. In addition, 48% of our teachers have 5 years experience or less compared with 29% at the district level (data source: 2021-2022 TAPR). Our staff supports an increase of nearly 400 students over the past 11 years with a consistently high rate of mobility, most recently 13.8% (2.6% higher than the district average) and 17.9% of our economically disadvantaged students being mobile (data source: 21-22 TAPR).

The teacher retention rate on our campus has been consistent. Our staff has added 15 classroom teachers. On our new roster 7 are first year teachers, 1 experienced teacher comes from another NISD campus, and 7 experienced teachers who come from other Texas districts including Keller, Denton, Eagle Mountain-Saginaw, Carrollton-Farmers Branch, and Mesquite ISD and 1 charter school. One of our new staff members come from out of state.- Kansas. This allows us to bring in new ideas and keep our collaboration fresh and inspired. Three 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.

We are in the 11th full year implementation of our T.R.A.I.L. Guide developed with our Standards for Behavior committee and revised by our Behavior Framework Committee this summer to develop common student expectations. Students and staff are recognized for positive choices with our Blazer Brags. We brought in the House System last year to strengthen school culture and the sense of belonging for our new and returning students.

As a 12-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. Our PTA has earned the Golden Apple Award for 23-24. We have provided a number of opportunities for families to get involved on campus from Trailblazer (Curriculum) Night, Meet the Teacher, Math/Science Nights, Music Performances, Art Fairs and academic, leadership and character celebrations at our nine week student celebrations. With our PTA, we will host 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.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Our demographics continually change as a fast growth school. The number of students from economically disadvantaged homes continues to hold steady and mobility remains high as well. As our demographics continually change, we must be prepared to respond to the changing needs of our students and community in an equitable, culturally responsive manner. **Root Cause:** As a growing campus with high mobility, 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. 48% of our teachers have 5 years experience or less compared with 29% in the district. This results in the ongoing need for mentorship and targeted professional development to expand teacher skill sets. We rely heavily on veteran/skilled teachers and coaches for support. All teachers' wellbeing 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 impacts of the pandemic along with staffing concerns has caused 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 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 continues to experience 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 and other societal concerns. Additionally, staff are being required to expand their skill sets to meet the increasing needs of students who have experienced trauma and those who are struggling to perform in classrooms where behaviors are concerning.

Student Learning

Student Learning Summary

Student Learning Section:

STAAR Data

Grade Level & Test	2022 3rd Grade Reading	2023 3rd Grade Reading	2022 3rd Grade Math	2023 3rd Grade Math	2022 4th Grade Reading	2023 4th Grade Reading	2022 4th Grade Math	2023 4th Grade Math	2022 5th Grade Reading	2023 5th Grade Reading	2022 5th Grade Math	2023 5th Grade Math	2023 5th Grade Science
% Approaches	75%	80%	59%	73%	66%	81%	48%	64%	79%	79%	65%	65%	51%

We saw significant increases in our STAAR passing rates in 3rd and 4th grade, and in 5th grade we maintained. The same was true for both reading and math. When comparing cohort data, we also saw increases in passing rates in all grades for both subjects. In 5th grade science, we saw a decrease in passing by 12%. We attribute some of the loss in science to inconsistent learning opportunities with new and experienced staff, along with a student group that was high needs and highly identified for special education services. While we have made gains in 6 of 7 STAAR tests, the negative impact of interrupted instruction has been much more noticeable in upper grades math and science than in reading.

DRA Data

	K	1	2	3	4	5
% On/Above Reading Level	68%	66%	60%	65%	75%	73%
% Met Growth Projection	73%	74%	62%	79%	82%	78%

Our students' growth data continues to be strong. Our students in Kinder grew an average of 7.3 text levels compared with 6.4 at the district level on the DRA assessment. In 1st grade our student growth averaged 11.3 compared with 10.7 for the district. In 2nd grade our student growth averaged 8.5 compared with 10.6 for the district. In 3rd grade our student growth averaged 10.3 compared with 7.2 for the district. In 4th grade our student growth averaged 10.2 compared with 6 for the district. In 5th grade our student growth averaged 3.2 compared with 6.3 for the district. While many of our students come in significantly below grade level as readers, our teachers, with support from coaches and interventionists, provide instruction that leads to marked growth. For many students, they need more than a year's growth and our on/above level data continues to fall below the district average, though the gap is smaller in K and 1.

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	14.9	13	12.0	11	9.3	9	7.6	5
Math	16.0	15	13.9	14	11.9	12	10.1	8

Examining growth measures in MAP, our students exceeded expected growth in 3rd and 4th grade for math. On all reading MAP tests we did not meet our expected

growth. The biggest difference between projected and observed was in 5th grade for both math and reading. Over time, our campus has done a more thorough job of understanding the purpose of MAP and utilizing the data available to drive instruction. We are encouraged that with our math focus in 22-23, there were two grades where we exceeded our projected growth. Please note, this MAP data is different than data reported in Spring 2023 because students who are no longer enrolled due to attendance zone changes are no longer factored into the data above.

Student Learning Strengths

2023 STAAR Data (comparison with 2021 and 2022)

	Overall Passing	DNM	App	Meets	Masters
3rd Grade					
Reading					
2021	52 (district 74)	48	52	28	10
2022	75 (district 82)	25	75	43	27
2023	80 (district 82)	20	80	49	11
Math					
2021	46 (district 70)	54	46	19	7
2022	59 (district 76)	41	59	28	14
2023	73 (district 75)	27	73	36	11
	Overall Passing	DNM	App	Meets	Masters
4th Grade					
Reading					
2021	63 (district 67)	36	63	36	16
2022	66 (district 82)	34	66	42	22
2023	81 (district 84)	19	81	45	19
Math					
2021	59 (district 68)	41	59	38	18
2022	48 (district 71)	52	48	20	9
2023	64 (district 71)	36	64	39	18
	Overall Passing	DNM	App	Meets	Masters

	Overall Passing	DNM	App	Meets	Masters
5th Grade					
Reading					
2021	71 (district 83)	29	71	42	27
2022	79 (district 86)	21	79	50	33
2023	79 (district 88)	21	79	46	26
Math					
2021	55 (district 77)	45	55	33	14
2022	65 (district 80)	35	65	26	9
2023	65 (district 82)	35	65	28	7
Science					
2021	67 (district 77)	33	67	33	10
2022	63 (district 74)	37	63	31	13
2023	51 (district 70)	49	51	12	7

In 2021 and 2022, we were considered a targeted support school based on our scores. The student groups targeted in our ATS report 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 due to the pandemic. In 2022, our Accountability Rating is Not Rated, even with overall improvement on all tests except 4th grade math. We have not received a rating for 2023.

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 three years we have closed the gap between our percentage of students at approaches and the district approaches average in 3rd grade math and reading STAAR, 4th grade math and reading STAAR, and 5th grade reading STAAR. Our percentage of students at meets increased in 5 of 7 STAAR tests.

In looking at cohort data between 2022 and 2023, all percentages at approaches increased on all tests (excluding science which doesn't have cohort data).

When comparing STAAR scores over a two year period, we has been seeing many gains and will continue to address inconsistencies. We have seen growth in almost every measure for approaches, however in 2023 our 5th grade scores decreased. One of our strengths has bee our focus on cognitive demand and more recently, problem solving. We attribute some success in higher student achievement to these areas of focus and we have been working on the right things with our Big 3 - academic discussion, with peer dialogue around the learning task, Depth and Complexity to increase level of thinking, and high level questioning and use of academic vocabulary to deepen understanding. These instructional strategies have become a integral part of our teaching and we will be expanding our Big 3 to include 3 new areas this year - learning targets, progress monitoring, and goal-setting

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): At the end of the 22-23 school year, our average of on/above readers is below district for our K-5 readers. Comparatively, in Kinder, 1st, 3rd,

and 4th grade our students grew more texts levels in a year than the district average. While our students are growing as readers, we are still performing below the district average for on/above level readers. **Root Cause:** Many students need more than a year's growth to become on-level readers. Our fast growth and high mobility and increasing rates of ECD families may be factors in our data, however, 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 22-23, our STAAR passing rates at Approaches increased in 3rd and 4th grades for reading and maintained in 5th grade. On Math STAAR, passing rate increased in 3rd grade and 4th grade, and maintained in 5th grade. We saw increases in Meets scores on 5 tests and Masters scores on only 1 of 7 tests. Most of our students at passing at Approaches rather than at Meets and Masters. **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. This year we are changing our Big 3 to include learning targets, progress monitoring, and goal setting. We will continue to focus our professional learning, coaching, and feedback on the three powerful teaching strategies.

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 campus 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, including the needs of our students under HB 1416.

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 11th 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. Through our work with the Behavior Framework Support training, we have revamped our T.R.A.I.L Guide to address the core values of be safe, be respectful, and be responsible, in alignment with our district and will continue to plan for implementation at our school.

As a 12- 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. Our PTA membership has doubled in the past 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, Pastries with my Peeps, etc. We have increased our number of extracurricular opportunities for students and have a record high number of Destination Imagination students again this year. Our hope is to continue building a sense of community for our new and returning families.

School Processes & Programs Strengths

Our teachers participate actively on several committees to support students and each other. The Spirit of JCT Committee, Community Engagement Committee, and Positive Choices Committee. We also have leadership opportunities that we intentionally share to develop leadership in others.

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. Every 1st and 2nd year teacher has a mentor, every 3rd year teacher and every teacher new to the campus/district has a buddy.

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 house system to our building this year to increase the sense of community and belonging. It has been well-received.

We embed Trailblazer Time (intervention/enrichment/SEL time) in our day and use our DDI process to inform our targeted instruction during Trailblazer Time and other small group times. We will also be using the results from our Satchel Pulse SEL survey to guide our SEL approach with counseling small groups. and continue to refine our Thompson Time (staff PD) structures to improve our collaborative opportunities and provide targeted opportunities for student progress.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Our staff is inexperienced, with a growing number of teachers joining the profession through alternative routes. We need to be sure that we are building collective efficacy through collaboration, constructive feedback, and encouraging a growth mindset. **Root Cause:** Our teachers are an eager and dedicated staff, however may not have the skill set to make the necessary adjustments in response to student needs which would lead to higher achievement. Our PLCs vary in ability when examining instruction and the resulting student work that would cultivate more positive student outcomes.

Problem Statement 2 (Prioritized): We lack alignment in the level of learning happening in different classrooms. While we want teachers to experience a level of autonomy, we need to ensure that every student has access to rigorous and relevant instruction. This concern is paramount to addressing the gaps in student achievement as well as equity in instruction and access to quality instruction for all learners. **Root Cause:** Lesson planning is often aligned but lesson delivery and the work product is less aligned. PLCs have varied impact based on the level of knowledge and skills honed at the individual teacher and teacher leader level. Professional learning has not resulted in sustained change at the level needed to positively 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.

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.

Our most recent parent survey indicates a positive culture is actively growing at Thompson. Our parents responded to the 2023 Family Survey very positively on the campus focused question. Our lowest score was "My child has not been threatened or bullied at school." At JCT, 34% of our parents reported this as a problem. This aligned with the district's 27%. Our second lowest was "My child and I are aware we can report safety concerns by using the district's anonymous online Crime Stoppers tip line." At JCT, 56% of our parents knew about this resource, compared with the district at 59%.

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 changing demographics. Our SEL needs continue to increase, resulting from changing times, fast growth, and the pandemic. We have access to SEL data now for our 3rd-5th graders through Satchel Pulse.

Parent volunteers and a strong PTA board have offered hours of support for our teachers and community. 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 are also continuing in our second year with the House Systems to increase the sense of community and strengthen our culture and it has been received well by staff, students, and families.

On the 2023 Family Survey, 91% of the families who responded said they felt welcome on campus. 91% feel satisfied with campus communication and 96% find Parent Square a useful tool for communication. 88% say that overall, they feel their child is safe at school. We attribute this positive data, and many other data points on the survey, to our commitment to including families in their child's school experience.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Our teacher attrition remains high with 15 or more teachers joining us in each of the past two years. The demands of the profession, promotions, the unique needs of our school, along with personal and mental health factors, are contributing to the attrition in staff. **Root Cause:** Teachers need clear 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 and be provided as much time as possible to work on their craft.

Problem Statement 2 (Prioritized): While parents are happy with our school according to Family Survey data, parents are disconnected about the learning that is taking place and the classroom experiences we are providing for both academic and social-emotional well being. A partnership built on meeting the SEL needs of students is important to address the increased needs of our students. **Root Cause:** Due to the impacts of the COVID-19 pandemic and increasing numbers of struggling families, there is a disconnect between what is being taught in school and how that learning is supported at home. Even though parents are supportive of school events, support for their child's behavioral, mental, and academic health at school is less apparent.

Priority Problem Statements

Problem Statement 1: At the end of the 22-23 school year, our average of on/above readers is below district for our K-5 readers. Comparatively, in Kinder, 1st, 3rd, and 4th grade our students grew more texts levels in a year than the district average. While our students are growing as readers, we are still performing below the district average for on/above level readers.

Root Cause 1: Many students need more than a year's growth to become on-level readers. Our fast growth and high mobility and increasing rates of ECD families may be factors in our data, however, 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 2: In 22-23, our STAAR passing rates at Approaches increased in 3rd and 4th grades for reading and maintained in 5th grade. On Math STAAR, passing rate increased in 3rd grade and 4th grade, and maintained in 5th grade. We saw increases in Meets scores on 5 tests and Masters scores on only 1 of 7 tests. Most of our students at passing at Approaches rather than at Meets and Masters.

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 3: We lack alignment in the level of learning happening in different classrooms. While we want teachers to experience a level of autonomy, we need to ensure that every student has access to rigorous and relevant instruction. This concern is paramount to addressing the gaps in student achievement as well as equity in instruction and access to quality instruction for all learners.

Root Cause 3: Lesson planning is often aligned but lesson delivery and the work product is less aligned. PLCs have varied impact based on the level of knowledge and skills honed at the individual teacher and teacher leader level. Professional learning has not resulted in sustained change at the level needed to positively impact student achievement.

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: As a staff, we have a less experienced staff than other schools. 48% of our teachers have 5 years experience or less compared with 29% in the district. This results in the ongoing need for mentorship and targeted professional development to expand teacher skill sets. We rely heavily on veteran/skilled teachers and coaches for support. All teachers' wellbeing must be considered in our approach.

Root Cause 4: 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 impacts of the pandemic along with staffing concerns has caused unprecedented opportunities and hardships on teachers.

Problem Statement 4 Areas: Demographics

Problem Statement 5: Our demographics continually change as a fast growth school. The number of students from economically disadvantaged homes continues to hold steady and mobility remains high as well. As our demographics continually change, we must be prepared to respond to the changing needs of our students and community in an equitable, culturally responsive manner.

Root Cause 5: As a growing campus with high mobility, 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 5 Areas: Demographics

Problem Statement 6: The world that we are preparing children for is ever-changing and we must continue to grow 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 continues to experience both increases in discipline and escalated behaviors and an increase in mental health concerns unrelated to discipline.

Root Cause 6: Student academic and social emotional growth has been impacted by the COVID-19 pandemic and other societal concerns. Additionally, staff are being required to expand their skill sets to meet the increasing needs of students who have experienced trauma and those who are struggling to perform in classrooms where behaviors are concerning.

Problem Statement 6 Areas: Demographics

Problem Statement 7: While parents are happy with our school according to Family Survey data, parents are disconnected about the learning that is taking place and the classroom experiences we are providing for both academic and social-emotional well being. A partnership built on meeting the SEL needs of students is important to address the increased needs of our students.

Root Cause 7: Due to the impacts of the COVID-19 pandemic and increasing numbers of struggling families, there is a disconnect between what is being taught in school and how that learning is supported at home. Even though parents are supportive of school events, support for their child's behavioral, mental, and academic health at school is less apparent.

Problem Statement 7 Areas: Perceptions

Problem Statement 8: Our staff is inexperienced, with a growing number of teachers joining the profession through alternative routes. We need to be sure that we are building collective efficacy through collaboration, constructive feedback, and encouraging a growth mindset.

Root Cause 8: Our teachers are an eager and dedicated staff, however may not have the skill set to make the necessary adjustments in response to student needs which would lead to higher achievement. Our PLCs vary in ability when examining instruction and the resulting student work that would cultivate more positive student outcomes.

Problem Statement 8 Areas: School Processes & Programs

Problem Statement 9: Our teacher attrition remains high with 15 or more teachers joining us in each of the past two years. The demands of the profession, promotions, the unique needs of our school, along with personal and mental health factors, are contributing to the attrition in staff.

Root Cause 9: Teachers need clear 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 and be provided as much time as possible to work on their craft.

Problem Statement 9 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- 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 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
- 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
- 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
- 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
- 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: Northwest ISD will provide personalized learning experiences and cultivate the growth and achievement of every student.

Performance Objective 1: Literacy

1.1 Our students will annually increase literacy proficiency to reach or exceed grade-level standards.

Strategy 1 Details	Reviews			
<p>Strategy 1: Focus planning, instruction, and student feedback as well as professional learning and teacher feedback around our JCT Big 3 - learning targets, progress monitoring, and goal setting. Instruction must be aligned in order for all students to make progress towards mastery of grade level TEKS.</p> <p>Our Problem of Practice states that in order for all students to make progress towards mastery of grade level TEKS, we must align Tier 1 instruction horizontally and vertically.</p> <p>Strategy's Expected Result/Impact: Observations, student work, PLC discussions and journals, professional development with instructional coaches, will lead to evidence of student achievement increases; use of ICLE and D&C tools, will lead to evidence of increases in student achievement, effective use of Trailblazer Time and identification of students for Tier 2/3 support.</p> <p>Staff Responsible for Monitoring: Principal, AP, Leadership team, Teachers</p> <p>Problem Statements: Student Learning 1, 2 - School Processes & Programs 1, 2</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide small group instructional time for meeting the individual needs of students so that they can reach or exceed the expected learning outcome. To support growth, Trailblazer Time will compliment the work done during the regularly structured instructional blocks and ensure that all students are responding to rigorous instruction.</p> <p>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 increases in student achievement.</p> <p>Staff Responsible for Monitoring: Principal, AP, Counselor, Teachers, comp.ed. tutors/teachers</p> <p>Problem Statements: Demographics 3 - Student Learning 1, 2 - School Processes & Programs 2</p>	Formative			Summative
	Nov	Jan	Mar	May
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 3: The world that we are preparing children for is ever-changing and we must continue to grow 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 continues to experience 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 and other societal concerns. Additionally, staff are being required to expand their skill sets to meet the increasing needs of students who have experienced trauma and those who are struggling to perform in classrooms where behaviors are concerning.

Student Learning

Problem Statement 1: At the end of the 22-23 school year, our average of on/above readers is below district for our K-5 readers. Comparatively, in Kinder, 1st, 3rd, and 4th grade our students grew more texts levels in a year than the district average. While our students are growing as readers, we are still performing below the district average for on/above level readers. **Root Cause:** Many students need more than a year's growth to become on-level readers. Our fast growth and high mobility and increasing rates of ECD families may be factors in our data, however, 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 22-23, our STAAR passing rates at Approaches increased in 3rd and 4th grades for reading and maintained in 5th grade. On Math STAAR, passing rate increased in 3rd grade and 4th grade, and maintained in 5th grade. We saw increases in Meets scores on 5 tests and Masters scores on only 1 of 7 tests. Most of our students at passing at Approaches rather than at Meets and Masters. **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 staff is inexperienced, with a growing number of teachers joining the profession through alternative routes. We need to be sure that we are building collective efficacy through collaboration, constructive feedback, and encouraging a growth mindset. **Root Cause:** Our teachers are an eager and dedicated staff, however may not have the skill set to make the necessary adjustments in response to student needs which would lead to higher achievement. Our PLCs vary in ability when examining instruction and the resulting student work that would cultivate more positive student outcomes.

Problem Statement 2: We lack alignment in the level of learning happening in different classrooms. While we want teachers to experience a level of autonomy, we need to ensure that every student has access to rigorous and relevant instruction. This concern is paramount to addressing the gaps in student achievement as well as equity in instruction and access to quality instruction for all learners. **Root Cause:** Lesson planning is often aligned but lesson delivery and the work product is less aligned. PLCs have varied impact based on the level of knowledge and skills honed at the individual teacher and teacher leader level. Professional learning has not resulted in sustained change at the level needed to positively impact student achievement.

Goal 1: Northwest ISD will provide personalized learning experiences and cultivate the growth and achievement of every student.

Performance Objective 2: Academic Progress

1.2 Our students will achieve individualized academic goals to reach a year's growth or more in all content areas.

Strategy 1 Details	Reviews			
Strategy 1: Monitor math and reading progress and build independent readers and efficient mathematicians. Provide specific feedback and monitor progress towards mastery for all students in order to meet students' individual needs and their individual goals. Student group data will be monitored through data-driven instructional practice. Strategy's Expected Result/Impact: Goal setting and student reflection, MAP growth data, mCLASS data, guided reading documentation, math progress monitoring, student work, Imagine Math and Imagine Math progress data, will lead to evidence of increases in student achievement. Staff Responsible for Monitoring: Principal, AP, Interventionists, GATES, Media Specialist, Teachers, comp.ed. tutors/teachers Problem Statements: Demographics 1, 2 - Student Learning 1, 2 - School Processes & Programs 1, 2 - Perceptions 1	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: 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 and EB students who are beginner/intermediate proficiency level. Students at Tier 2 and Tier 3 are also identified at-risk and in need of intervention. Strategy's Expected Result/Impact: Lesson plans, progress monitoring, MTSS documentation, Dyslexia progress reports, and EB data will lead to increases in student achievement. Staff Responsible for Monitoring: Principal, AP, Dyslexia Intervention Specialist, EB specialist, MTSS Intervention Teacher Problem Statements: Demographics 1, 2 - Student Learning 1, 2 - School Processes & Programs 1 - Perceptions 1	Formative			Summative
	Nov	Jan	Mar	May
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: Our demographics continually change as a fast growth school. The number of students from economically disadvantaged homes continues to hold steady and mobility remains high as well. As our demographics continually change, we must be prepared to respond to the changing needs of our students and community in an equitable, culturally responsive manner. Root Cause: As a growing campus with high mobility, 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.

Demographics

Problem Statement 2: As a staff, we have a less experienced staff than other schools. 48% of our teachers have 5 years experience or less compared with 29% in the district. This results in the ongoing need for mentorship and targeted professional development to expand teacher skill sets. We rely heavily on veteran/skilled teachers and coaches for support. All teachers' wellbeing 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 impacts of the pandemic along with staffing concerns has caused unprecedented opportunities and hardships on teachers.

Student Learning

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School Processes & Programs

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Perceptions

Problem Statement 1: Our teacher attrition remains high with 15 or more teachers joining us in each of the past two years. The demands of the profession, promotions, the unique needs of our school, along with personal and mental health factors, are contributing to the attrition in staff. **Root Cause:** Teachers need clear 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 and be provided as much time as possible to work on their craft.

Goal 1: Northwest ISD will provide personalized learning experiences and cultivate the growth and achievement of every student.

Performance Objective 3: College, Career, Military & Life Readiness

1.3 Our students will graduate life ready and prepared for success in career, college, or military service.

Strategy 1 Details	Reviews			
Strategy 1: Intentionally design school experiences that encourage students to grow as social-emotional learners who take ownership of their learning and their actions. Staff members will be aligned in their use of the T.R.A.I.L. Guide and implantation of the strategies learned through the Behavior Support Framework. Strategy's Expected Result/Impact: Our Morning Meeting lessons for all students, leadership opportunities, and small group counseling sessions lead to an increase in positive behaviors and a decrease in undesired behaviors. Staff Responsible for Monitoring: Principal, AP, Counselor, Teachers Problem Statements: Demographics 3 - Perceptions 2	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: 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. 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 increases in student achievement. Staff Responsible for Monitoring: Principal, AP, GATES teacher, Teachers Problem Statements: Demographics 1 - Student Learning 1, 2 - School Processes & Programs 1, 2 - Perceptions 1	Formative			Summative
	Nov	Jan	Mar	May
<div><div><div><div></div></div><div>0%</div></div>No Progress</div> <div><div><div></div></div><div>100%</div></div> Accomplished				
<div><div><div></div></div>Continue/Modify</div> <div><div><div></div></div>Discontinue</div>				

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 1: Our demographics continually change as a fast growth school. The number of students from economically disadvantaged homes continues to hold steady and mobility remains high as well. As our demographics continually change, we must be prepared to respond to the changing needs of our students and community in an equitable, culturally responsive manner. Root Cause: As a growing campus with high mobility, 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.

Demographics

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Goal 2: Northwest ISD will recruit, value, and retain highly effective staff prepared to meet the individual needs of our students and learning community.

Performance Objective 1: Recruit

2.1 Northwest ISD will have an unwavering commitment to attract and welcome high-quality staff.

Strategy 1 Details	Reviews			
Strategy 1: We will recruit, interview and support highly qualified teachers who meet the needs our campus and provide a cohesive induction program through mentors or peer buddies for teachers with less than three years experience or who are new to the district . 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, mentors and buddies Problem Statements: School Processes & Programs 1, 2 - Perceptions 1	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: We will provide intentional professional learning opportunities to our new staff to support their professional needs, aligning their learning with our Problem of Practice and our expectations for safe and positive classroom environments. Strategy's Expected Result/Impact: Observation, mentor, and learning opportunities designed to increase the skills they have to positively impact student achievement and learning environment. Staff Responsible for Monitoring: Principal, AP, mentor coordinator, counselor, campus leadership team Problem Statements: Demographics 2, 3 - Student Learning 1, 2 - School Processes & Programs 1, 2 - Perceptions 1	Formative			Summative
	Nov	Jan	Mar	May
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 2: As a staff, we have a less experienced staff than other schools. 48% of our teachers have 5 years experience or less compared with 29% in the district. This results in the ongoing need for mentorship and targeted professional development to expand teacher skill sets. We rely heavily on veteran/skilled teachers and coaches for support. All teachers' wellbeing 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 impacts of the pandemic along with staffing concerns has caused unprecedented opportunities and hardships on teachers.

Demographics

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School Processes & Programs

Problem Statement 1: Our staff is inexperienced, with a growing number of teachers joining the profession through alternative routes. We need to be sure that we are building collective efficacy through collaboration, constructive feedback, and encouraging a growth mindset. **Root Cause:** Our teachers are an eager and dedicated staff, however may not have the skill set to make the necessary adjustments in response to student needs which would lead to higher achievement. Our PLCs vary in ability when examining instruction and the resulting student work that would cultivate more positive student outcomes.

Problem Statement 2: We lack alignment in the level of learning happening in different classrooms. While we want teachers to experience a level of autonomy, we need to ensure that every student has access to rigorous and relevant instruction. This concern is paramount to addressing the gaps in student achievement as well as equity in instruction and access to quality instruction for all learners. **Root Cause:** Lesson planning is often aligned but lesson delivery and the work product is less aligned. PLCs have varied impact based on the level of knowledge and skills honed at the individual teacher and teacher leader level. Professional learning has not resulted in sustained change at the level needed to positively impact student achievement.





Perceptions

Problem Statement 1: Our teacher attrition remains high with 15 or more teachers joining us in each of the past two years. The demands of the profession, promotions, the unique needs of our school, along with personal and mental health factors, are contributing to the attrition in staff. **Root Cause:** Teachers need clear 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 and be provided as much time as possible to work on their craft.

Goal 2: Northwest ISD will recruit, value, and retain highly effective staff prepared to meet the individual needs of our students and learning community.

Performance Objective 2: Value

2.2 Northwest ISD will invest in all staff through a culture of support, development, and empowerment to make a positive impact on the learning community.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
Strategy 1: Recognize and celebrate the contributions and accomplishments of staff including developing teachers through leadership opportunities, celebrating classroom impact, professional development participation, and appreciating their facilitation and support of student and staff wellness and SEL needs. 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 - School Processes & Programs 1 - Perceptions 1				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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Performance Objective 3: Retain

2.3 Northwest ISD will retain highly effective staff through meaningful relationships, ongoing support, and professional growth opportunities.

Strategy 1 Details	Reviews			
<p>Strategy 1: Build collective efficacy on our staff through collaboration in weekly PLCs and with our instructional coaches where teachers examine content standards, student work/exemplars, monitor student progress, evaluate fidelity of implementation of curriculum, teacher expectations, and student application of learning in assessments. Grade levels will place increased emphasis on the connections between professional learning and classroom instruction and will continue to emphasize equitable instruction and meeting the needs of all student groups.</p> <p>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</p> <p>Staff Responsible for Monitoring: Teachers monitored by Principal, AP, Interventionists, Coaches</p> <p>Problem Statements: Demographics 2 - Student Learning 1, 2 - School Processes & Programs 1, 2 - Perceptions 1</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide professional development, including embedded opportunities for staff to build relationships with other staff members, targeted to teachers' needs and aligned with the Problem of Practice and individual T-TESS goals. Learning opportunities are provided through district PD, campus PD, grade level PLCs, and individual coaching conversations. This could also include training with Thomas Van Soelen or other experts.</p> <p>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 sustained changes in classroom instruction and increased student achievement.</p> <p>Staff Responsible for Monitoring: Principal, AP, Teachers, Leadership Teams</p> <p>Problem Statements: Demographics 2, 3 - Student Learning 1, 2 - School Processes & Programs 1, 2 - Perceptions 1</p>	Formative			Summative
	Nov	Jan	Mar	May
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

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Goal 3: Northwest ISD will foster a safe environment and a culture of engagement that values the voices of all students, staff, families, and community members.

Performance Objective 1: Engagement

3.1 Northwest ISD will foster an environment of engagement with every member of our community through collaborative dialogue and partnership opportunities.

Strategy 1 Details	Reviews			
Strategy 1: Engage with families in their child's academic life and build partnerships to develop social-emotional skills in students with an emphasis on self-awareness and self-control. In this work, we will also embed our three core values - be safe, be respectful, and be responsible. Strategy's Expected Result/Impact: Through consistent communication with families, and purposeful tracking of parent communication of celebrations and concerns, the relationship between home and school regarding student progress will strengthen. Staff Responsible for Monitoring: Principal, AP, Teacher, CTL, Office Manager, Attendance Clerk, Receptionist Problem Statements: Demographics 1, 3 - Student Learning 1, 2 - Perceptions 2	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Communicate weekly information from grade levels via Parent Square newsletters, teacher posts on Parent Square, monthly school newsletters, pictures/video of student/staff/campus/district celebrations on posts, TV screens, website, Facebook page, and calls/texts to open lines of communication and encourage family involvement in campus events, and classroom learning, as well as volunteer opportunities at our school. Strategy's Expected Result/Impact: Parent Square reports and Smore opens indicate teacher/parent engagement, PTA membership, parent and student feedback, surveys, and Facebook engagement, will lead to evidence of a strong community culture. Staff Responsible for Monitoring: Principal, AP, Teacher, CTL, Office Manager, Attendance Clerk, Receptionist Problem Statements: Demographics 3 - Perceptions 2	Formative			Summative
	Nov	Jan	Mar	May
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 1 Problem Statements:

Demographics

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Perceptions

Problem Statement 2: While parents are happy with our school according to Family Survey data, parents are disconnected about the learning that is taking place and the classroom experiences we are providing for both academic and social-emotional well being. A partnership built on meeting the SEL needs of students is important to address the increased needs of our students. **Root Cause:** Due to the impacts of the COVID-19 pandemic and increasing numbers of struggling families, there is a disconnect between what is being taught in school and how that learning is supported at home. Even though parents are supportive of school events, support for their child's behavioral, mental, and academic health at school is less apparent.

Goal 3: Northwest ISD will foster a safe environment and a culture of engagement that values the voices of all students, staff, families, and community members.

Performance Objective 2: Culture

3.2 Northwest ISD will model and instill a culture of belonging where all students, staff, families, and community voices are heard and valued.

Strategy 1 Details	Reviews			
Strategy 1: Find creative ways to build partnerships with the community to promote student math, reading and writing literacy for all students, 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. Strategy's Expected Result/Impact: Participation in school events both academic and extra-curricular, volunteer hours, PTA membership and involvement, survey feedback, Watch D.O.G.S. calendar, 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 partnership between our school and community and increased knowledge about what children are learning in school. Staff Responsible for Monitoring: Counselor, Principal, AP, classroom teachers Problem Statements: Demographics 1, 3 - Student Learning 1, 2 - Perceptions 2	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: 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. Strategy's Expected Result/Impact: Consistent use of the TRAIL Guide, House Rules and House points, Satchel pulse data, participation in assemblies/rallies, rewards, student feedback, staff feedback, Blazer Blast, Blazer Brags, and intentional SEL/guidance lessons, contribute to a decrease in office referrals and lead to evidence of a positive partnership between our school and community and evidence of a supportive school environment. Students and staff will demonstrate SEL skills such as self-control, self-awareness, perseverance, tolerance, and empathy. Staff Responsible for Monitoring: Principal, AP, Counselor, Teachers, Behavior Framework Team Problem Statements: Demographics 1, 3 - Student Learning 1, 2 - Perceptions 2	Formative			Summative
	Nov	Jan	Mar	May
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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Goal 3: Northwest ISD will foster a safe environment and a culture of engagement that values the voices of all students, staff, families, and community members.

Performance Objective 3: Safety

3.3 Northwest ISD will continuously improve, maintain and communicate systems of support to strengthen the physical and emotional well-being of our students, staff, and community.

Strategy 1 Details	Reviews			
Strategy 1: Provide strategies for behavioral support for all students designed to support our three core values - be safe, be respectful, be responsible. Students with significant behavior concerns will be supported and monitored through Tier 2 and 3 support systems to increase positive actions and maximize instructional time for all students. Strategy's Expected Result/Impact: Aligned use of the strategies learned through the Behavior Support Framework and consistent use of the TRAIL guide, along with accurate behavior tracking at Tier 2 and 3, lead to a decrease in discipline referrals, and risk assessments, providing evidence of a positive and safe school environment. Staff Responsible for Monitoring: Principal, AP, Counselor, Special Education Staff, Behavior Interventionist Problem Statements: Demographics 1, 3 - Student Learning 1, 2 - Perceptions 1, 2	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Intentionally provide time for staff to reflect, celebrate, and build community with each other to make our school a place where people want to work even when the work is challenging. Strategy's Expected Result/Impact: Developing strong bonds between staff members will help create a place where they celebrate and struggle together, encouraging one another by believing in them will help to lower our turnover and increase the consistency of instruction on our campus. Staff Responsible for Monitoring: All staff members. Problem Statements: Demographics 2 - School Processes & Programs 1 - Perceptions 1	Formative			Summative
	Nov	Jan	Mar	May
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Performance Objective 3 Problem Statements:

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Northwest Independent School District

Lance Thompson Elementary

2023-2024 Campus Improvement Plan



LANCE
THOMPSON

ELEMENTARY
Growing Leaders

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.

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Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

As a campus, we are working to help students own their learning. We are creating a campus-wide goal-setting system to help our students track their progress with at home supports embedded.

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
59%	19%	3.9%	4.5%	12.22%	8%	19.3%	7.6%	10%	14.6%	10.2%	31.4%		1%

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	2023 3rd Grade Reading	2022 3rd Grade Reading	2023 3rd Grade Math	2022 3rd Grade Math	2023 4th Grade Reading	2022 4th Grade Reading	2023 4th Grade Math	2022 4th Grade Math	2023 5th Grade Reading	2022 5th Grade Reading	2023 5th Grade Math	2022 5th Grade Math	2022 5th Grade Science	2023 5th Grade Science
% Approaches	92%	88%	88%	91%	88%	90%	75%	72%	95%	88%	85%	88%	84%	84%

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. We will also utilize the TEKS clarification guides the district is providing to help our teachers gain a deeper understanding of the TEKS.

(DRA Data)

	K	1	2	3	4	5
% On/Above Reading Level	96%	78%	85%	85%	88%	89%
% Met Growth Projection	79%	77%	88%	69%	85%	78%

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	15	14	11	13	9	10	7	6
Math	16	16	14	16	12.4	12	11	10

We will be using MAPs data to target students' needs during differentiated instruction.

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

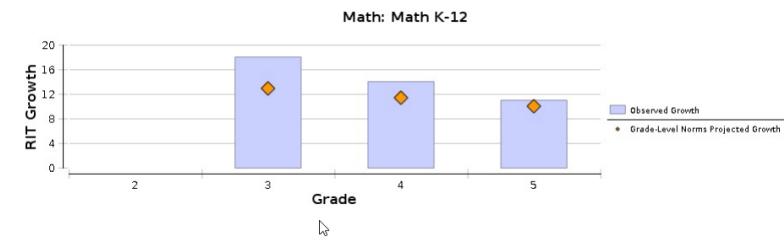
Problem Statement 1 (Prioritized): We are needed to establish our culture and expectations as a campus. **Root Cause:** We have downsized and we have new staff members.

Student Learning

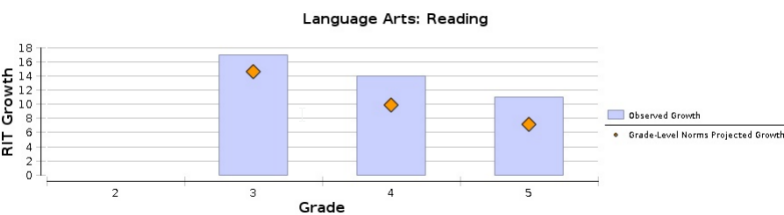
Student Learning Summary

Lance students are showing gains in math and reading

MAP- Math








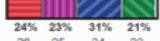






MAP- Reading


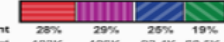

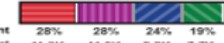






STAAR:

Math:

Assessment Name	Program	Test Grade	Test Administration	Student Count	Average Score	Performance Distribution	Date Last Taken
  Spring 2023 STAAR Grade 3 Mathematics Online and ASL Forms	STAAR Summative	3	STAAR 3-8 Spring 2023 Math	133	1521 	 Percent: 12% 22% 35% 31% Count: 16 29 47 41	05/11/2023
  Spring 2023 STAAR Grade 4 Mathematics Online Form	STAAR Summative	4	STAAR 3-8 Spring 2023 Math	108	1571 	 Percent: 24% 23% 31% 21% Count: 26 25 34 23	05/11/2023
  Spring 2023 STAAR Grade 5 Mathematics Online Form	STAAR Summative	5	STAAR 3-8 Spring 2023 Math	114	1691 	 Percent: 14% 18% 34% 33% Count: 16 21 39 38	05/11/2023

3rd grade: 88% passing, 12% not passing, 31% mastery

		Student Count	Test Completion Rate	Average Score	Performance Distribution
State		369722		1456 	 Percent: 28% 29% 25% 19% Count: 102K 106K 92.4K 68.5K
ESC		40493		1457 	 Percent: 28% 28% 24% 19% Count: 11.3K 11.5K 9.9K 7.7K
District		2197		1464 	 Percent: 25% 28% 28% 20% Count: 551 610 606 430
Campus		133		1521 	 Percent: 12% 22% 35% 31% Count: 16 29 47 41

Reading:

Average Score and Performance Distribution, by Assessment: LANCE THOMPSON EL, 2022-2023

Filtered By **Rosters:** All Roster | **Test Administrations:** All Test Administrations

Assessment Name	Program	Test Grade	Test Administration	Student Count	Average Score	Performance Distribution
Spring 2023 STAAR Grade 3 Reading Language Arts Online Form	STAAR Summative	3	STAAR 3-8 Spring 2023 RLA	134	1539	<p>Percent: 8% 20% 37% 35%</p> <p>Count: 11 27 49 47</p>
Spring 2023 STAAR Grade 5 Reading Language Arts Online Form	STAAR Summative	5	STAAR 3-8 Spring 2023 RLA	112	1676	<p>Percent: 8% 21% 29% 45%</p> <p>Count: 6 24 32 50</p>
Spring 2023 STAAR Grade 4 Reading Language Arts Online Form	STAAR Summative	4	STAAR 3-8 Spring 2023 RLA	109	1611	<p>Percent: 13% 15% 38% 37%</p> <p>Count: 14 16 39 40</p>

3rd grade: 92% Passing, 8% not passing, 35% mastery

	Student Count	Test Completion Rate	Average Score	Performance Distribution
State	355869		1458	<p>Percent: 23% 26% 31% 20%</p> <p>Count: 82.7K 93.8K 108K 70.8K</p>
ESC	39354		1458	<p>Percent: 23% 26% 31% 20%</p> <p>Count: 9.1K 10.3K 12.2K 7.8K</p>
District	2221		1483	<p>Percent: 18% 24% 34% 24%</p> <p>Count: 397 540 754 530</p>
Campus	134		1539	<p>Percent: 8% 20% 37% 35%</p> <p>Count: 11 27 49 47</p>

We discussed how we can help our students continue to make gains. We feel that by helping students focus on their learning and developing personalized learning opportunities for each child we will help each child make at least a year's growth in all content areas. By helping the student own their learning and including the parents in the process throughout the year; we expect to see student achievement rise.

Student Learning Strengths

Teachers are committed to helping students take ownership of their learning.

- * Goal setting folders
- * Goal setting meetings
- * PLC time looking at data to help students' personal goals

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): We need a common deep understanding of our content in order to close learning gaps **Root Cause:** We have all new teams that need to establish trust and build their collective efficacy.

Problem Statement 2 (Prioritized): Our teams need to focus their planning time on the "How" they are going to teach as opposed to the "What" they are going to teach. **Root Cause:** We have lots of resources for our teachers to use as they plan lessons for teachers; the teachers can get lost in the resources.

Problem Statement 3 (Prioritized): We need to meet the needs of all of our families. **Root Cause:** Our demographics are changing as we grow and our families have new needs due to different factors: culture, mobility, experiences, etc...

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.

- *Scheduling of services
- * clubs that reach more students
- * Using our staff talent to grow the staff

School Processes & Programs Strengths

As a staff we are building our culture using the Emergent Tree Framework which is helping our staff have a common understanding of our processes as well as helps our campus be aligned in all areas.

We are building capacity in our staff to de-escalate behaviors with training, coaching support, and administrative support.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): We need a common deep understanding of our content in order to close learning gaps **Root Cause:** We have all new teams that need to establish trust and build their collective efficacy.

Problem Statement 2 (Prioritized): Our teams need to focus their planning time on the "How" they are going to teach as opposed to the "What" they are going to teach. **Root Cause:** We have lots of resources for our teachers to use as they plan lessons for teachers; the teachers can get lost in the resources.

Problem Statement 3 (Prioritized): We need to meet the needs of all of our families. **Root Cause:** Our demographics are changing as we grow and our families have new needs due to different factors: culture, mobility, experiences, etc...

Perceptions

Perceptions Summary

With the decrease in students this year, parents feel a more "homey" feel when they walk into the building. We are developing opportunities to invite families into the building now that we have space to house events.

* Goal-setting updates

- families can come up have have their student present their growth to their goals OR families can Zoom in.

* Weekly emails of a weekly calendar of importance events sent each week

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): We are needed to establish our culture and expectations as a campus. **Root Cause:** We have downsized and we have new staff members.

Priority Problem Statements

Problem Statement 1: We are needed to establish our culture and expectations as a campus.

Root Cause 1: We have downsized and we have new staff members.

Problem Statement 1 Areas: Demographics - Perceptions

Problem Statement 2: Our teams need to focus their planning time on the "How" they are going to teach as opposed to the "What" they are going to teach.

Root Cause 2: We have lots of resources for our teachers to use as they plan lessons for teachers; the teachers can get lost in the resources.

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

Problem Statement 3: We need a common deep understanding of our content in order to close learning gaps

Root Cause 3: We have all new teams that need to establish trust and build their collective efficacy.

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

Problem Statement 4: We need to meet the needs of all of our families.

Root Cause 4: Our demographics are changing as we grow and our families have new needs due to different factors: culture, mobility, experiences, etc...

Problem Statement 4 Areas: 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
- 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
- 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
- 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
- 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
- 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
- T-TESS data
- 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: Northwest ISD will provide personalized learning experiences and cultivate the growth and achievement of every student.

Performance Objective 1: Literacy

1.1 Our students will annually increase literacy proficiency to reach or exceed grade-level standards.

Strategy 1 Details	Reviews			
Strategy 1: Target Literacy during PLCs to help students increase their reading skills in all content. * Data dives * using protocols to focus learning on what the data is saying * TEKS unpacking documents * Use these documents to guide our Lesson Planning Strategy's Expected Result/Impact: All students reading abilities will increase Staff Responsible for Monitoring: All teachers TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments Problem Statements: Student Learning 1 - School Processes & Programs 1	Formative			Summative
	Nov	Jan	Mar	May

 No Progress
  Accomplished
  Continue/Modify
  Discontinue





Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: We need a common deep understanding of our content in order to close learning gaps Root Cause: We have all new teams that need to establish trust and build their collective efficacy.
School Processes & Programs
Problem Statement 1: We need a common deep understanding of our content in order to close learning gaps Root Cause: We have all new teams that need to establish trust and build their collective efficacy.

Goal 1: Northwest ISD will provide personalized learning experiences and cultivate the growth and achievement of every student.

Performance Objective 2: Academic Progress

1.2 Our students will achieve individualized academic goals to reach a year's growth or more in all content areas.

Strategy 1 Details	Reviews			
Strategy 1: Goal Setting: * K-2 and 3-5 are designing common goal-setting folders to help students track their progress, own their learning, and celebrate success. *Goal Setting check-ins * Evening events where students show their parents their goals * Invite Parents to come to school, Zoom in, or call for students to show their parents their progress in the goals they are setting, reaching, and exceeding Strategy's Expected Result/Impact: Students will know and be connected to their learning. They will take pride in the journey. Staff Responsible for Monitoring: Teachers will monitor the student's progress, Instructional Leaders will monitor grades and campus alignment TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Learning 1 - School Processes & Programs 1	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Close student learning gaps * teachers will target skills in small group settings * teachers will use data to develop lessons Strategy's Expected Result/Impact: Students will show an increase in reading and math on their MAPs from the BOY Staff Responsible for Monitoring: All Staff TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Learning 1 - School Processes & Programs 1	Formative			Summative
	Nov	Jan	Mar	May
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 2 Problem Statements:

Student Learning	
Problem Statement 1: We need a common deep understanding of our content in order to close learning gaps	Root Cause: We have all new teams that need to establish trust and build their collective efficacy.
School Processes & Programs	
Problem Statement 1: We need a common deep understanding of our content in order to close learning gaps	Root Cause: We have all new teams that need to establish trust and build their collective efficacy.

Goal 1: Northwest ISD will provide personalized learning experiences and cultivate the growth and achievement of every student.

Performance Objective 3: College, Career, Military & Life Readiness

1.3 Our students will graduate life ready and prepared for success in career, college, or military service.

Strategy 1 Details		Reviews			
Strategy 1: We will have intentional events to showcase different colleges, careers, and military service. * College showcases during GenTx * Career Day Strategy's Expected Result/Impact: Students will learn about the different options they have available for their future. Staff Responsible for Monitoring: Counselor TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture Problem Statements: Demographics 1 - Perceptions 1		Formative			Summative
		Nov	Jan	Mar	May
		<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>			

Performance Objective 3 Problem Statements:





Demographics
Problem Statement 1: We are needed to establish our culture and expectations as a campus. Root Cause: We have downsized and we have new staff members.
Perceptions
Problem Statement 1: We are needed to establish our culture and expectations as a campus. Root Cause: We have downsized and we have new staff members.

Goal 2: Northwest ISD will recruit, value, and retain highly effective staff prepared to meet the individual needs of our students and learning community.

Performance Objective 1: Recruit

2.1 Northwest ISD will have an unwavering commitment to attract and welcome high-quality staff.

Strategy 1 Details	Reviews			
Strategy 1: Sharing our story: Using Social Media to consistently and positively showcase who we are as a campus and a staff. * Student work * Student presentations * Clubs * Special Events Strategy's Expected Result/Impact: Our Community has shared they didn't know we had certain activities happening on campus, by sharing our story more consistently we will showcase the amazing learning happening on our campus and we will attract new innovative teachers. Staff Responsible for Monitoring: Administration TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Strategic Staffing, Lever 3: Positive School Culture Problem Statements: Demographics 1 - Perceptions 1	Formative			Summative
	Nov	Jan	Mar	May

 No Progress
  Accomplished
  Continue/Modify
  Discontinue





Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: We are needed to establish our culture and expectations as a campus. Root Cause: We have downsized and we have new staff members.
Perceptions
Problem Statement 1: We are needed to establish our culture and expectations as a campus. Root Cause: We have downsized and we have new staff members.

Goal 2: Northwest ISD will recruit, value, and retain highly effective staff prepared to meet the individual needs of our students and learning community.

Performance Objective 2: Value

2.2 Northwest ISD will invest in all staff through a culture of support, development, and empowerment to make a positive impact on the learning community.

Strategy 1 Details	Reviews			
Strategy 1: Theme: Be an Influencer * We are using a fun, engaging theme to show teachers the power their influence has on their students. * Back-to-School decorating and Welcome speech by Principal * Decorate the PD room to create a fun and positive environment that teachers can also use with their students. * Using this theme to showcase our student celebrations, teacher successes, and campus successes. * Connecting this theme to our PD throughout the year. Strategy's Expected Result/Impact: Administrators will build strong relationships with all staff members. This will help the coaching cycles, sharing of ideas, and growing as a campus. Staff Responsible for Monitoring: Principal TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Problem Statements: Demographics 1 - Perceptions 1	Formative			Summative
	Nov	Jan	Mar	May
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 2 Problem Statements:





Demographics
Problem Statement 1: We are needed to establish our culture and expectations as a campus. Root Cause: We have downsized and we have new staff members.
Perceptions
Problem Statement 1: We are needed to establish our culture and expectations as a campus. Root Cause: We have downsized and we have new staff members.

Goal 2: Northwest ISD will recruit, value, and retain highly effective staff prepared to meet the individual needs of our students and learning community.

Performance Objective 3: Retain

2.3 Northwest ISD will retain highly effective staff through meaningful relationships, ongoing support, and professional growth opportunities.

Strategy 1 Details	Reviews			
Strategy 1: Campus Coaching Cohort: * Developing a cohort to help grow teachers through peer feedback. * Teachers will learn how to "coach " their peers * walkthroughs * constructive feedback * teacher efficacy Strategy's Expected Result/Impact: Teachers will grow in their trust of each other, stronger campus alignment, and collective teacher efficacy. Staff Responsible for Monitoring: Principal TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Problem Statements: Demographics 1 - Perceptions 1	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Staff book Study: The Teacher Credibility and Collective Efficacy * Teacher Leaders will help lead the staff through the book. * Use Staff Development time to reflect on the strategies in the book. * Instructional Leadership will connect the book to "being an influencer" Strategy's Expected Result/Impact: Student achievement will increase in all contents. Staff Responsible for Monitoring: Administration TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Problem Statements: Student Learning 1 - School Processes & Programs 1	Formative			Summative
	Nov	Jan	Mar	May

Strategy 3 Details	Reviews			
Strategy 3: Consistent Campus Walkthroughs with all teachers: Grade level-led walkthroughs- for grade levels to see experts on our campus that will help them grow Leadership walkthroughs- to gather data to ensure alignment New teacher walkthroughs- to help our teachers see strategies that they have selected to work on in action on our campus. Strategy's Expected Result/Impact: Teachers will have a better understanding of our craft, strong classroom instruction, and student achievement increases. Staff Responsible for Monitoring: Administration, ILT TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Learning 1, 2 - School Processes & Programs 1, 2	Formative			Summative
	Nov	Jan	Mar	May
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				





Performance Objective 3 Problem Statements:

Demographics
Problem Statement 1: We are needed to establish our culture and expectations as a campus. Root Cause: We have downsized and we have new staff members.
Student Learning
Problem Statement 1: We need a common deep understanding of our content in order to close learning gaps Root Cause: We have all new teams that need to establish trust and build their collective efficacy.
Problem Statement 2: Our teams need to focus their planning time on the "How" they are going to teach as opposed to the "What" they are going to teach. Root Cause: We have lots of resources for our teachers to use as they plan lessons for teachers; the teachers can get lost in the resources.
School Processes & Programs
Problem Statement 1: We need a common deep understanding of our content in order to close learning gaps Root Cause: We have all new teams that need to establish trust and build their collective efficacy.
Problem Statement 2: Our teams need to focus their planning time on the "How" they are going to teach as opposed to the "What" they are going to teach. Root Cause: We have lots of resources for our teachers to use as they plan lessons for teachers; the teachers can get lost in the resources.
Perceptions
Problem Statement 1: We are needed to establish our culture and expectations as a campus. Root Cause: We have downsized and we have new staff members.

Goal 3: Northwest ISD will foster a safe environment and a culture of engagement that values the voices of all students, staff, families, and community members.

Performance Objective 1: Engagement

3.1 Northwest ISD will foster an environment of engagement with every member of our community through collaborative dialogue and partnership opportunities.

Strategy 1 Details	Reviews			
Strategy 1: Goal Setting Updates: * Families and community members will be invited up to campus to hear students share their goals and the progress they are making on the goals. * Parents will have the opportunity to ZOOM in if they are unable to attend in person. Strategy's Expected Result/Impact: Students will see how targeting skills help them master objectives. Staff Responsible for Monitoring: Teacher TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments Problem Statements: Student Learning 1, 3 - School Processes & Programs 1, 3	Formative			Summative
	Nov	Jan	Mar	May
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				





Performance Objective 1 Problem Statements:

Student Learning	
Problem Statement 1: We need a common deep understanding of our content in order to close learning gaps	Root Cause: We have all new teams that need to establish trust and build their collective efficacy.
Problem Statement 3: We need to meet the needs of all of our families.	Root Cause: Our demographics are changing as we grow and our families have new needs due to different factors: culture, mobility, experiences, etc...
School Processes & Programs	
Problem Statement 1: We need a common deep understanding of our content in order to close learning gaps	Root Cause: We have all new teams that need to establish trust and build their collective efficacy.
Problem Statement 3: We need to meet the needs of all of our families.	Root Cause: Our demographics are changing as we grow and our families have new needs due to different factors: culture, mobility, experiences, etc...

Goal 3: Northwest ISD will foster a safe environment and a culture of engagement that values the voices of all students, staff, families, and community members.

Performance Objective 2: Culture

3.2 Northwest ISD will model and instill a culture of belonging where all students, staff, families, and community voices are heard and valued.

Strategy 1 Details		Reviews			
Strategy 1: Monthly PTA meetings: * Review monthly schedules * Look at the feedback from families * Ensure we are aligned Strategy's Expected Result/Impact: Hear our families' needs and meet them Staff Responsible for Monitoring: Principal TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture Problem Statements: Student Learning 3 - School Processes & Programs 3		Formative			Summative
		Nov	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue					





Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 3: We need to meet the needs of all of our families. Root Cause: Our demographics are changing as we grow and our families have new needs due to different factors: culture, mobility, experiences, etc...
School Processes & Programs
Problem Statement 3: We need to meet the needs of all of our families. Root Cause: Our demographics are changing as we grow and our families have new needs due to different factors: culture, mobility, experiences, etc...

Goal 3: Northwest ISD will foster a safe environment and a culture of engagement that values the voices of all students, staff, families, and community members.

Performance Objective 3: Safety

3.3 Northwest ISD will continuously improve, maintain and communicate systems of support to strengthen the physical and emotional well-being of our students, staff, and community.

Strategy 1 Details	Reviews			
Strategy 1: Emergent Tree Framework: * update our current strategies to align with the district framework * updating our matrix and introducing the language to our students through Morning Meetings Strategy's Expected Result/Impact: Students will have a clear understanding of campus and district expectations Staff Responsible for Monitoring: All staff TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture Problem Statements: Demographics 1 - Perceptions 1	Formative			Summative
	Nov	Jan	Mar	May
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 1: We are needed to establish our culture and expectations as a campus. Root Cause: We have downsized and we have new staff members.
Perceptions
Problem Statement 1: We are needed to establish our culture and expectations as a campus. Root Cause: We have downsized and we have new staff members.