2023-2028 Northwest ISD Strategic Goals and Priorities

Northwest INDEPENDENT SCHOOL DISTRICT

STRATEGIC GOALS 2023-2028

Our Core Beliefs

1. Kids come first.
2. Continuous learning is essential to prepare for college and career opportunities.
3. Each student's success is the shared responsibility of students, families, schools, and communities.
4. Learning is influenced by environment.

Our Vision

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

Our 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.

Strategic Goals

Strategic Goal 1	Strategic Goal 2	Strategic Goal 3
Northwest ISD will provide personalized learning experiences and cultivate the growth and achievement of every student.	Northwest ISD will recruit, value, and retain highly effective staff prepared to meet the individual needs of our students and learning community.	Northwest ISD will foster a safe environment and a culture of engagement that values the voices of all students, staff, families, and community members.

NISD PRIORITIES:

Strategic Goal 1

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

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

College, Career, Military & Life Readiness
1.3 Our students will graduate life ready and prepared for success in career, college, or military service.

Strategic Goal 2

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

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.

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

Strategic Goal 3

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

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.

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.

Beliefs, Vision, Mission

Our Core Beliefs

1. Kids come first.

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NISD

Goals & Priorities

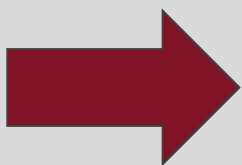| **Strategic Goal 1**	**Strategic Goal 2**	**Strategic Goal 3**
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NISD

Literacy

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

Priority 1.1: Literacy

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

District Improvement Plan Strategies and Metrics

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

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

Strategy 1: Support **small group instruction** in literacy to meet the diverse needs of students, allowing for more personalized and **targeted teaching at all levels** with a special focus at middle school. *(C&I - Teaching & Learning)*

Strategy 2: Provide **strategic support** for teachers and campuses with **foundational literacy instruction** and **instructional reading levels**, to include **progress monitoring** check-ins and resources to support **data conversations and reteaching opportunities**. *(C&I - Teaching & Learning)*

Strategy 3: Intentional focus on **strengthening student writing** and the writing process by **supporting teachers with research-based instructional practices** along with resources embedded in the curriculum. *(C&I - Teaching & Learning)*

Strategy 4: Integrate writing as a fundamental component of instruction **across all content areas**, in order to support and develop reading and writing skills that strengthen students' ability to **think critically, communicate effectively, and demonstrate mastery** of subject-specific content. *(C&I - Teaching & Learning)*

Metrics that will be used to track our progress throughout the year:

Circle (PK)	mCLASS (K - 3)	MAP Assessment (3-9)	STAAR / EOC (3-10)
Increase percentage of students showing proficiency in rapid letter naming and rapid vocabulary development from BOY to EOY.	At least 90% making a year's growth or more in reading in K-3 and all 3rd graders reading on or above grade level.	Student achievement in reading in the top 25% nationally in each assessed grade level.	Increase percentage of students performing at Meets or Masters in ELA in 3rd-8th grade and English I & II.

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Pre-K BOY Circle Data

Year	Rapid Letter Naming	Rapid Vocabulary 1	Book and Print Knowledge	Early Writing Skills
	% On Track	% On Track	% On Track	% On Track
24-25	60	57	85	90
23-24	61	54	86	91
22-23	51	51	81	89

How Circle Data Is Used

➢ **PreK students are assessed at BOY, MOY and EOY** to monitor their growth and development on foundational reading skills.

➢ **Teachers** use the data to make instructional decisions and progress monitor student growth and development.

➢ **Campuses & the C&I department** use the data to progress monitor student growth and development and make curriculum decisions and design professional learning opportunities as needed.

➢ BOY, MOY & EOY data is **shared with parents**, along with how to understand the data and ways they can support their child at home.

➢ **Data is shared with the Board of Trustees to keep them well-informed on the progress our PreK students are making over the course of the year, and to monitor the district's effectiveness in achieving Strategic Goal 1, Priority 1.1.**

NISD

Parent Communication Sample

Understanding Your Child's CIRCLE Progress Monitoring Assessment Results

When you receive a parent report, this is what the first page looks like. The boxes in the margins explain the different parts of the report.

District Improvement Plan Strategies and Metrics

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BOY mCLASS Data

2024-2025 mCLASS		
Grade	Total Students	BOY On Benchmark or Above Level
K	2098	57%
K TX		46%
K Nat.		38%
1st	2085	60%
1st TX		52%
1st Nat.		50%
2nd	2251	61%
2nd TX		54%
2nd Nat.		53%
3rd	2345	62%
There is no comparison data at this time for 3rd grade.		

BOY mCLASS & Text Level Data

	2024-2025 mCLASS		2024-2025
Grade	**Total Students**	**BOY On Benchmark or Above Level**	**BOY Text Level At or Above Level**
K	**2098**	**57%**	---%
K TX		46%	
K Nat.		38%	
1st	**2085**	**60%**	**67%**
1st TX		52%	
1st Nat.		50%	
2nd	**2251**	**61%**	**64%**
2nd TX		54%	
2nd Nat.		53%	
3rd	**2345**	**62%**	**66%**
There is no comparison data at this time for 3rd grade.			

How mCLASS Data Is Used

➢ **Students in Kinder-3rd grade are assessed at BOY, MOY and EOY** to monitor their growth and development on foundational reading skills. A comprehension component of mCLASS has been added this year to monitor students' application of foundational reading skills in text

➢ **Teachers** use the data to make instructional decisions and progress monitor student growth and development.

➢ **Campus PLCs** use the data to monitor growth and development over the course of the school year.

➢ **Campuses and the C&I department** also monitor the percent of students making a year or more growth, as well as the campus/district comparisons to state and national outcomes, and make curriculum decisions and design professional learning opportunities as needed.

➢ BOY, MOY & EOY data is **shared with parents**, along with how to understand the data and ways they can support their child at home.

➢ **mCLASS and Reading Level data is shared with the Board of Trustees to keep them well-informed on the progress our K-3rd grade students are making over the course of the year, and to monitor the district's effectiveness in achieving Strategic Goal 1, Priority 1.1.**

mCLASS® Home Connect
2nd Grade, Beginning-of-Year Assessment

Northwest Ind Sch District | Haslet Elementary | Sabrina Watkins
Last assessment: September 3, 2024
Next assessment: December 4, 2024
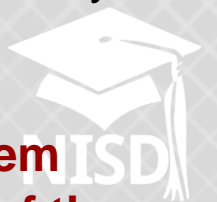
Why is being assessed?

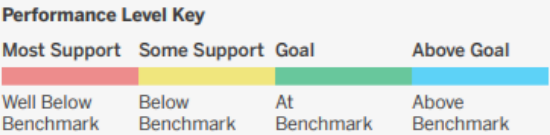The teachers and administrators at our school want to read successfully. As part of this commitment, we use DIBELS®8th Edition (Dynamic Indicators of Basic Early Literacy Skills), which evaluates performance on the literacy skills necessary to become a successful reader.

What do the below assessments mean?

as surpassed grade-level expectations in DIBELS. The DIBELS composite score reflects performance on the skills shown below.

(375) **Composite Score**
Has Surpassed Goal

Performance Level Key

Most Support	Some Support	Goal		Above Goal
Well Below Benchmark	Below Benchmark	At Benchmark		Above Benchmark

Decoding
Knowing the sounds of letters and sounding out written words, measured by DIBELS Nonsense Word Fluency (NWF). Can your child...

...sound out simple words like "van"? (vvv...aah...nnn)
...easily read a list of two- and three-letter words?
...easily read more complicated words over time?

Your child did not take this measure because they have already mastered more advanced skills.

Accurate and Fluent Reading
Reading common words easily, quickly and correctly, measured by DIBELS Word Reading Fluency (WRF). Can your child...

...recognize familiar words without sounding them out?
...recognize common words such as: "there", "one", "color"?

Your child did not take this measure because they have already mastered more advanced skills.

Reading words in stories easily, quickly, and correctly, measured by DIBELS Oral Reading Fluency (ORF). Can your child...

...read stories quickly and easily?
...read aloud smoothly and accurately?
...read words and sentences in short stories easily?

100
Reading with accuracy (ORF-Accu)

124
Reading with fluency (ORF)
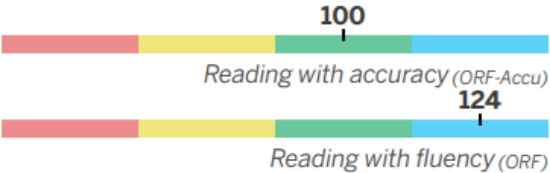
Reading Comprehension
Understanding and gaining meaning from texts, measured by DIBELS Maze. Can your child...

...fill in the blank in this sentence?: "Before you eat, be sure to [ ] your hands!"

14
2.5   5   11
Constructing meaning from text (MAZE)

Parent Letter Example

NISD
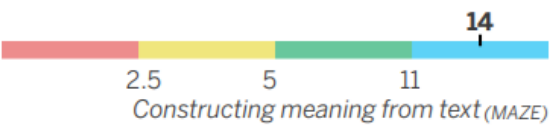
Activities for

Even if you have just a few minutes each day, you may be surprised by how much you can help ___ learn to read. Here are some activities we recommend based on ___ most recent mCLASS reading test. Most of these activities can be done just about anywhere. Feel free to change them a bit to match ___ interests or to fit your schedule.

Where ___ needs support

Reading Comprehension
Understanding and gaining meaning from texts

Identify the Plot
Ask your child what problem(s) the characters faced in the story. Ask your child to think about everything that happened in the story. Can he or she remember the main problem? Explain to your child that an important part of every story is the plot. The main problem in the story constitutes the plot. Characters in a story might go through something, or may need to solve a problem. A good plot makes the story more interesting.

Movie Director
After reading a story with your child, tell him or her to take the role of a movie director and you will be an actor. Ask your child to prepare you for your movie performance by explaining what happened in the book, with each scene in order.

Learning from Books
After reading a book with your child, ask your child to name one new fact or piece of information he or she learned from the book.

Parent Letter Example

NISD

District Improvement Plan Strategies and Metrics

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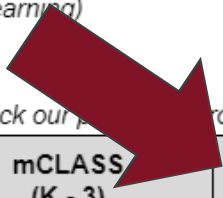
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BOY MAP Data

2024-2025 BOY MAP		
ELA National Achievement Percentile Rank (Goal: 75%+)		**% of Students Who Met Growth Projection** (Target: 50%+)
	Fall 2024	**Fall 2024**
3rd	77%	54%
4th	79%	56%
5th	76%	49%
6th	75%	47%
7th	68%	39%
8th	64%	42%
9th	66%	46%

How MAP Data Is Used

➢ **Students in 2-9th grade are assessed at BOY, MOY and EOY** to monitor their growth and development in reading.

➢ **Teachers** use the data to make instructional decisions based on student RIT scores and progress monitor student growth and development.

➢ **Campus PLCs** use the data to monitor student growth and development throughout the school year and year-over-year, as well.

➢ **Campuses and the C&I department** also monitor the number and percent of students meeting their expected growth measure, as well as the campus/district national percentile rank, and make curriculum decisions and design professional learning opportunities as needed.

➢ BOY, MOY & EOY data is **shared with parents**, along with how to understand the data and ways they can support their child at home

➢ **MAP data is shared with the Board of Trustees to keep them well-informed on the progress our students in 2nd-9th grade are making over the course of the year, and to monitor the district's effectiveness in achieving Strategic Goal 1, Priority 1.1.**

Parent Communication: Family Report

Fall 2024 Family Report

What is this report? A summary of how your child is performing academically, as measured by the most recent MAP Growth test.

What is MAP Growth? A test that adapts to your child's responses in real time to measure your child's skill level.

Why is my child taking MAP Growth? MAP Growth scores help teachers check student performance by measuring Achievement and Growth. Teachers use results to tailor classroom lessons and to set goals for students.

What do Achievement and Growth mean?
Achievement—How well your child has learned skills in a subject compared to similar students nationwide.*
**Growth**—A measure of your child's personal progress over the year.

What is a RIT score? The overall score for a subject based on a Rasch unit (RIT) scale that indicates how your child performed in a subject.

*Similar students — kids with same starting RIT score, same number of weeks of instruction, and in the same grade

📖 Reading

High Average Achievement 62nd Percentile

Spring '23: 194
Fall '23: 208
Winter '24: 207
Spring '24: 190
Fall '24: 200

- - - National Average Achievement
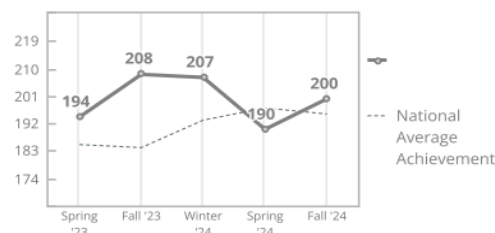
s overall score (RIT score) was a 200 on a range of 100-320. Your child is in the 62nd percentile, which means they scored better than 62% of their peers.

Low Growth 2nd Percentile

Your child's growth from Fall 2023 to Fall 2024 is in the 2nd percentile, which means they made more progress than 2% of their peers.

2nd

Average: 50th

s likely to be:
- *Meets* on the STAAR (if taken in Spring 2025)

How can I use this information to help my child? Talk to your child's teacher. Here are some questions you can ask:

- What types of strategies are the teachers using that I may be able to reinforce at home?
- Does my child need extra help in any specific areas?
- How can I help my child's academic growth from home?
- How do you measure my child's learning in your classroom?
- When will my child's progress be measured again, and when can I get an update on my child's academic growth?
- How is my child doing in comparison to grade-level expectations?
- What will my child be working on to continue growing or to grow towards a mastery of grade-level standards?

Where can I get more information? Check out https://nwea.org/familytoolkit/ for more information on MAP Growth, how it works, what it measures, and FAQs.

For sample tests in all subjects, visit https://warmup.nwea.org/.

Academic Progress

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Priority 1.2: Academic Progress

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

District Improvement Plan Strategies and Metrics

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

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

Strategy 1: Strengthen the use of **formative assessment tools and processes** to monitor student progress, inform instructional practices, and actively involve students in their own learning journey, leading to **personalized learning experiences** and a **year's growth or more** in all content areas. *(C&I - Teaching & Learning)*

Strategy 2: Enhance the use of **Learning Targets to guide students and teachers** throughout the learning process with a clear, shared understanding of the **learning goals,** tools to **monitor progress,** and insight for **making adjustments** to improve learning. *(C&I - Teaching & Learning)*

Strategy 3: Increase teacher and administrator understanding of **conceptual and procedural fluency** to enhance student achievement in **computational thinking and algebraic reasoning** to build **efficient and flexible mathematical thinkers.** *(C&I - Teaching & Learning)*

Strategy 4: Support teachers with understanding and implementation of the **new science standards, practices, and resources.** *(C&I - Teaching & Learning)*

Metrics that will be used to track our progress throughout the year:

Circle (PK)	Math Diagnostic (K-1)	MAP Growth (3-9)	STAAR / EOC (3-10)
Increase in benchmark scores (EOY expectations) in rapid number ID, vocabulary, and overall math measures.	Increase percentage of students scoring on level on identified tasks on the NISD Math Diagnostic.	Student achievement in math in the top 25% nationally in each assessed grade level.	Increase percentage of students performing at Meets or Masters in Math 3rd-8th grade and Algebra I.

PreK BOY Circle Data

	Rote Counting	Shape Naming	Number Discrimination	Number Naming	Shape Discrimination	Counting Sets	Operations	Overall Measure
	% On Track	% On Track	% On Track	% On Track	% On Track	% On Track	% On Track	% On Track
24-25	26	61	64	53	67	42	17	87
23-24	24	60	64	53	65	42	15	85
22-23	17	52	61	47	58	35	13	80

NOTE: Math Circle data is reported on EOY expectations, so % on track is expected to be lower.

NISD

How Circle Data Is Used

➢ **PreK students are assessed at BOY, MOY and EOY** to monitor their growth and development on foundational math skills.

➢ **Teachers** use the data to make instructional decisions and progress monitor student growth and development.

➢ **Campuses & the C&I department** use the data to progress monitor student growth and development and make curriculum decisions and design professional learning opportunities as needed.

➢ BOY, MOY & EOY data is **shared with parents**, along with how to understand the data and ways they can support their child at home.

➢ **Data is shared with the Board of Trustees to keep them well-informed on the progress our PreK students are making over the course of the year, and to monitor the district's effectiveness in achieving Strategic Goal 1, Priority 1.2.**

NISD

District Improvement Plan Strategies and Metrics

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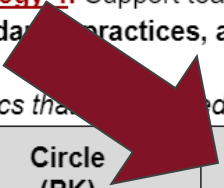Our students will achieve individualized academic goals to reach a year's growth or more in all content areas.

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BOY Math Diagnostic Data

Kindergarten

NISD	TASK1				TASK2				Task 5			
	Counting Objects				Understanding Quantity				Composing/Decomposing 3			
	Yes		No		Yes		No		Yes		No	
2025	2016	95%	108	5%	1833	86%	291	14%	1720	83%	350	17%

1st Grade

District	TASK 1				TASK2				TASK3				TASK4			
	Estimation				Groups of 10				Finding the Total				Skip Counting			
	Yes		No		Yes		No		Yes		No		Yes		No	
2025	1492	70%	630	30%	1838	87%	284	13%	1538	72%	584	28%	941	44%	1181	56%

How Math Diagnostic Data Is Used

➤ **Kinder & 1st grade students are assessed at BOY, MOY and EOY** to monitor their growth and development on foundational math skills.

➤ **Teachers** use the data to make instructional decisions and progress monitor student growth and development.

➤ **Campuses & the C&I department** use the data to progress monitor student growth and development and make curriculum decisions and design professional learning opportunities as needed.

➤ BOY, MOY & EOY data is **shared with parents**, along with how to understand the data and ways they can support their child at home.

➤ **Data is shared with the Board of Trustees** to keep them well-informed on the progress our students in K and 1st grade are making over the course of the year, and to monitor the district's effectiveness in achieving Strategic Goal 1, Priority 1.2.

NISD

District Improvement Plan Strategies and Metrics

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

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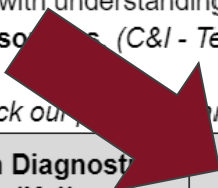Our students will achieve individualized academic goals to reach a year's growth or more in all content areas.

Strategy 1: Strengthen the use of **formative assessment tools and processes** to monitor student progress, inform instructional practices, and actively involve students in their own learning journey, leading to **personalized learning experiences** and a **year's growth or more** in all content areas. *(C&I - Teaching & Learning)*

Strategy 2: Enhance the use of **Learning Targets to guide students and teachers** throughout the learning process with a clear, shared understanding of the **learning goals,** tools to **monitor progress,** and insight for **making adjustments** to improve learning. *(C&I - Teaching & Learning)*

Strategy 3: Increase teacher and administrator understanding of **conceptual and procedural fluency** to enhance student achievement in **computational thinking and algebraic reasoning** to build **efficient and flexible mathematical thinkers**. *(C&I - Teaching & Learning)*

Strategy 4: Support teachers with understanding and implementation of the **new science standards, practices, and resources.** *(C&I - Teaching & Learning)*

Metrics that will be used to track our progress throughout the year:

Circle (PK)	Math Diagnostic (K-1)	MAP Growth (3-9)	STAAR / EOC (3-10)
Increase in benchmark scores (EOY expectations) in rapid number ID, vocabulary, and overall math measures.	Increase percentage of students scoring on level on identified tasks on the NISD Math Diagnostic.	Student achievement in math in the top 25% nationally in each assessed grade level.	Increase percentage of students performing at Meets or Masters in Math 3rd-8th grade and Algebra I.

BOY MAP Data

2024-2025 BOY MAP		
MATH National Achievement Percentile Rank (Goal: 75%+)		% of Students Who Met Growth Projection (Target: 50%+)
	Fall 2024	Fall 2024
3rd	75%	63%
4th	78%	62%
5th	73%	50%
6th	78%	57%
7th	77%	57%

How MAP Data Is Used

➢ **Students in 2-9th grade are assessed at BOY, MOY and EOY** to monitor their growth and development in reading. *NOTE: Since many students take Algebra I in 8th grade, 8th & 9th grade MAP data is not reported here since the data is not comparable due to the split in course offerings.*

➢ **Teachers** use the data to make instructional decisions based on student RIT scores and progress monitor student growth and development.

➢ **Campus PLCs** use the data to monitor student growth and development throughout the school year and year-over-year, as well.

➢ **Campuses and the C&I department** also monitor the number and percent of students meeting their expected growth measure, as well as the campus/district national percentile rank, and make curriculum decisions and design professional learning opportunities as needed.

➢ BOY, MOY & EOY data is **shared with parents**, along with how to understand the data and ways they can support their child at home.

➢ **Data is shared with the Board of Trustees to keep them well-informed on the progress our students in 2nd-9th grade are making over the course of the year, and to monitor the district's effectiveness in achieving Strategic Goal 1, Priority 1.2.**

Parent Communication: Family Report

map GROWTH

Page 1

Fall 2024 Family Report

What is this report? A summary of how your child is performing academically, as measured by the most recent MAP Growth test.

What is MAP Growth? A test that adapts to your child's responses in real time to measure your child's skill level.

Why is my child taking MAP Growth? MAP Growth scores help teachers check student performance by measuring Achievement and Growth. Teachers use results to tailor classroom lessons and to set goals for students.

What do Achievement and Growth mean?
Achievement—How well your child has learned skills in a subject compared to similar students nationwide.*
Growth—A measure of your child's personal progress over the year.

What is a RIT score? The overall score for a subject based on a Rasch unit (RIT) scale that indicates how your child performed in a subject.

*Similar students — kids with same starting RIT score, same number of weeks of instruction, and in the same grade

▦ Mathematics

High Average Achievement 73rd Percentile

overall score (RIT score) was a 217 on a range of 100-350. Your child is in the 73rd percentile, which means they scored better than 73% of their peers.

Average Growth 51st Percentile

Your child's growth from Fall 2023 to Fall 2024 is in the 51st percentile, which means they made more progress than 51% of their peers.

is likely to be:

- *Meets* on the STAAR (if taken in Spring 2025)
- *On Track 22* on the ACT College Readiness (if taken in Spring 2025)
- *On Track* on the SAT (if taken in Spring 2025)

How can I use this information to help my child? Talk to your child's teacher. Here are some questions you can ask:

- What types of strategies are the teachers using that I may be able to reinforce at home?
- Does my child need extra help in any specific areas?
- How can I help my child's academic growth from home?
- How do you measure my child's learning in your classroom?
- When will my child's progress be measured again, and when can I get an update on my child's academic growth?
- How is my child doing in comparison to grade-level expectations?
- What will my child be working on to continue growing or to grow towards a mastery of grade-level standards?

Where can I get more information? Check out https://nwea.org/familytoolkit/ for more information on MAP Growth, how it works, what it measures, and FAQs.

For sample tests in all subjects, visit https://warmup.nwea.org/.

Next Steps

➢ **Teachers and campus administrators** are analyzing their BOY data and making instructional decisions to meet the needs of their students.

➢ **Curriculum coordinators and instructional coaches** are working with **PLCs and individual teachers** to design small group instruction and strong Tier 1 lessons to meet the needs of students.

➢ Individual student data is being shared with **parents** and discussed during Parent-Teacher conferences to **partner together** to meet individual student needs.

➢ **Principals and our C&I team** are working collaboratively to monitor progress on individual campus goals related to Strategic Goal 1 - Priorities 1.1 and 1.2.

➢ **Feeder Pattern Learning Teams** are working together to examine progress on goals related to Strategic Goal 1 - Priorities 1.1 and 1.2 through a process called **"State of the School."**

➢ **Upcoming Campus Data Meetings and Quarterly Reviews** will focus on individual campus needs and ways C&I can support them.

We will bring an update to the Board with our Middle of the Year Data.

Next Steps