Northwest Independent School District

Beck Elementary School

2024-2025 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%	14%	3%	5%	7%	6%	15%	5%	7%	12%	4%	15%	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 26th year of operation. Our town in Trophy Club is completely built out. We have seen a decrease in student enrollment as a whole over the last 2 years, losing another 50 students this last year. We have similar demographic percentages regardless of number of enrollment which does not surprise us. Our percentage of students in special programs remains close to previous years.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): The percentage of students in special education has decreased in the last 2 years, however the individual needs are increasing. **Root Cause:** We realize students mature academically and emotionally at different paces, we are seeing our same 10-15% of special education eligible students with greater needs over the last 5 years.

Student Learning

Student Learning Summary

2024 EOY mClass	K	1	2	3		
% On/Above Reading Level	96%	75%	84%	70%		
% Met Growth Projection	82%	90%	87%	87%		

STAAR Data	2023 3rd Grade Reading	2024 3rd Grade Reading	2023 4th Grade Reading	2024 4th Grade Reading	2023 5th Grade Reading	2024 5th Grade Reading
% Approaches and higher	95%	96%	94%	95%	98%	96%

Grade Level & Test	2023 3rd Grade Math	2024 3rd Grade Math	2023 4th Grade Math	2024 4th Grade Math	2023 5th Grade Math	2024 5th Grade Math
% Approaches and higher	91%	91%	89%	88%	95%	96%

MAP Growth Data Spring 23- Spring 24

	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	16.8	14	15.1	15	13.4	11	12.2	10
Math	16.1	14	12.2	11	9.1	8	7.2	4

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 mClass in K-3 has been a highlight this 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. We have the same goal for our K-3 readers, we reach for 95% of our students reaching on/above grade-level which we are maintaining as a campus focus this year.

Student Learning Strengths

Our students have made noteable growth this year in their reading progress in Kinder and 1st grades. We have focused on routine, systematic phonics instruction and all students who were expected to reach end of year growth expectations met them. 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. We had a large jump in the percentage of students who met Meets and Mastery on Reading and Math STAAR. We have a majority percentage of our students who are at 75% and above on the Reading and MAP percentiles.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Our number of students who are underachieving is increasing. Individual growth goals and end of grade-level expectations are still not being met. Even with Tier 2 and 3 intervention, students are not filling gaps.   **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 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. Continuing for this school year, we will also allocate one staff meeting a month to committees that will work towards targeting school/district goals.

The MTSS, 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.

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 (Prioritized): 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, MTSS, 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 a 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

In 2018, we were named a National and State school of Character, and we received the School Transforming Learning award in 2017. 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 has been widely appreciated by all volunteers and families over the last three years.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): 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 Beck Elementary. **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.

Priority Problem Statements

Problem Statement 1: The percentage of students in special education has decreased in the last 2 years, however the individual needs are increasing.

Root Cause 1: We realize students mature academically and emotionally at different paces, we are seeing our same 10-15% of special education eligible students with greater needs over the last 5 years.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Our number of students who are underachieving is increasing. Individual growth goals and end of grade-level expectations are still not being met. Even with Tier 2 and 3 intervention, students are not filling gaps.

Root Cause 2: 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 the strategies we are using.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: 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 3: Some students receive support from teachers with expertise in areas such as GT, MTSS, SPED, and 504. This leads to challenges with scheduling to make sure we are meeting individual student needs and providing appropriate Tier 1 instruction.

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: 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 Beck Elementary.

Root Cause 4: 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.

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: All teachers will implement aligned, consistent goal-setting with students over short constructed responses.		**Formative**			**Summative**
Strategy's Expected Result/Impact: All students will be aware and have ownership of their goals. Teachers will know the vertical expectation of writing SCRs and be able to appropriately push students to meet their grade-level expectations with an emphasis on skill development for the next grade-level's SCR expectations. **Staff Responsible for Monitoring:** Administrators and Teachers		**Nov**	**Jan**	**Mar**	**May**
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue					

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.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased achievement on Reading and Math MAP. Students will meet growth goals in mClass and MAP. **Staff Responsible for Monitoring:** Administrators and Teachers	**Nov**	**Jan**	**Mar**	**May**
Strategy 2 Details	Reviews			
Strategy 2: Students will know the lesson's learning goal and be able to share how they know when they have successfully met the learning target for each lesson.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Teachers will use student friendly language in their learning targets for students to more easily recall what the learning target is. Students will be able to share the learning target for each lesson. **Staff Responsible for Monitoring:** Administrators, Teachers, and Curriculum Coaches	**Nov**	**Jan**	**Mar**	**May**

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

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 provide targeted opportunities for students to work on their goals in Problem Solving, Reading, Writing, and Math.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**May**
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 1 focused goal setting target this year. The goal will focus on writing with an emphasis on the routine of answering questions and determining reasonableness for their answer. **Staff Responsible for Monitoring:** Administrators and Teachers				
0% No Progress 100% Accomplished → Continue/Modify ✖ 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: Create a positive environment for teachers to communicate using a feedback loop and/or have crucial conversations about challenges that effect their work.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Teachers will feel empowered to use their strengths and skills to positively impact the culture/school environment. More crucial conversations that regularly result in a win-win is the norm. More decisions made directly by the staff that will be implementing the decision. **Staff Responsible for Monitoring:** Administrators and Strategic Goal 2 Team				
0% No Progress 100% Accomplished → Continue/Modify ✖ 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 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
Strategy 1: We will utilize effective communication skills and conflict resolution strategies on all levels to reach consensus on important campus decisions.	**Nov**	**Jan**	**Mar**	**May**
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				

	0% No Progress		100% Accomplished		→ Continue/Modify		✖ 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 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: Strategic PLCs with a highlight on observing classroom practice, share results-oriented practice, refine routines that maximize time and effort.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Teachers build collaborative relationships across campus. **Staff Responsible for Monitoring:** Administrators and Campus Committee		**Nov**	**Jan**	**Mar**	**May**

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

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: Advance plan and communicate family engagement opportunities at least 3-4 times a semester.		**Formative**			**Summative**
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		**Nov**	**Jan**	**Mar**	**May**

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

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 instill a culture of partnership and belonging between the school, students, families, and community by offering opportunities to engage with school personnel and PTA. **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**

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

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 Year 2 Emergent Tree Framework with a focus on Skill Building, Connections, and Acknowledgement.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Implement consistent use of skill building, feedback boards and reach and respond strategies across the whole campus. Decrease student discipline as evidenced by Emergent Tree EOY teacher survey. **Staff Responsible for Monitoring:** Administration and Campus Committee				
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Addendums

BECK ELEMENTARY

2022-23
Instructional Focus

NISD Priority Goals

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

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

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

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

2022-23 Campus Goal(s)

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

Sub Pop
SPED - 75% of students pass STAAR and/or meet EOY DRA

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

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

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

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

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

Theory of Action
(Anchored in the NISD Instructional Framework)

We are Map Makers and Meaning Makers.

These layers to our map will help us improve our Instructional Challenge (POP) this year:

	If we, calibrate each team's knowledge base of instructional practices
	And if we, focus on collaborating purposefully as teams and as a staff
	And if we, align our student discourse routines and opportunities
	Then these are the changes we expect to see in ourselves and our students:

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

ACTION PLAN

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

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

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

Northwest Independent School District

Berkshire Elementary School

2024-2025 Campus Improvement Plan

Mission Statement

Berkshire Elementary's Mission Statement

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

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

Vision

Berkshire Elementary's Vision

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

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

Core Beliefs

Northwest ISD Core Beliefs

Kids come first.

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

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

Learning is influenced by environment.

Northwest ISD Mission Statement

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

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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Demographics

Demographics Summary

White	Hispanic	African American	2 or More Races	Asian	Economically Disadvantaged	Special Education	504	Dyslexia	GT	EB	At-Risk	MTSS	Homeless
31%	29%	18%	7 %	14%	40%	24%	3%	8%	7%	16%	37%	12%	1

Demographics Strengths

For the 2024-2025 school year, Berkshire Elementary is serving nearly 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) and Program for Academic Curriculum in Every Environment (PACEE). 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!"

Our faculty and staff are committed to serving the students we have, and we see the opportunity we have to make a real difference in the lives of the students and families in our community. We are committed to our professional growth and learning around topics of diversity and trauma, and we see our students and families through an asset-based lens rather than a deficit-based one. Increasing the experiential and cultural diversity of our staff allows us to utilize different perspectives and expertise in best meeting the needs of our students.

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 and social-emotional strengths and needs.   **Root Cause:** Our practices are not consistently meeting the needs of all of our students.

Student Learning

Student Learning Summary

2024 EOY mClass	K	1	2	3	4	5
% On/Above Reading Level	88%	69%	62%	41%	%	%
% Met Growth Projection	77%	69%	70%	66%	%	%

Our data shows stronger reading outcomes in kindergarten and a decline in the percentage of students reading on or above level in grades 1-3. Overall, about three-fourths of our students meet projected growth.

STAAR Data	2023 3rd Grade Reading	2024 3rd Grade Reading	2023 4th Grade Reading	2024 4th Grade Reading	2023 5th Grade Reading	2024 5th Grade Reading
% Approaches and higher	81%	66%	86%	78%	80%	79%

Grade Level & Test	2023 3rd Grade Math	2024 3rd Grade Math	2023 4th Grade Math	2024 4th Grade Math	2023 5th Grade Math	2024 5th Grade Math
% Approaches and higher	70%	50%	66%	60%	81%	74%

We saw a significant decline in 3rd grade STAAR outcomes in 2024, a moderate decline in 4th grade STAAR outcomes, and a slightly smaller decline in 5th grade STAAR outcomes.

MAP Growth Data Spring 23- Spring 24

	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	16	13	12	9	8	6	6	6
Math	17	15	12	12	10	8	9	6

Many students did not meet projected/expected growth, especially in grades 3 and 4. Grade 5 Reading met expected growth.

Student Learning Strengths

The majority of our students complete kindergarten reading on grade level. This is a trend we strive to maintain in first grade and beyond. Our 5th grade Math cohort grew from their 4th grade outcomes.

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 is rebuilding this school year and has rallied around our campus mantra of "Learning and Leading...We're Better Together!" Communication and collaboration at Berkshire Elementary is cyclical and ongoing. Teams and team leaders have been established, with representatives from each team on our BLT (Berkshire Leadership Team). Our BLT met during the summer and continues to meet multiple times per month to review data, model protocols, and discuss the effectiveness of our instructional program. The BLT representatives then bring the learning and discussion back to the team in a professional learning community (PLC) focused on what the team needs.

This year, we have begun Success Teams. All professional staff members are a member of one of four teams: Student Achievement Success, Behavior/Emotional Success, Staff Success, and Family Success. These teams meet monthly to plan and lead opportunities to support the stakeholders/topic of the success team.

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 Canvas course, 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, campus Canvas course, 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. Continuous learning and improvement is prioritized with feedback loops, surveys, and opportunities to share ideas and enhancements.

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

Berkshire Elementary experienced many changes in staff following last school year. We have added an additional assistant principal and counselor in addition to hiring nearly 30 new staff members. We engage with families through ParentSquare, our Facebook page, and campus/community events. We have an active PTA and are revitalizing our Watch D.O.G.S. program. We are implementing new programs to increase parent engagement, including a monthly Roar Rally to spotlight student character and a bimonthly parent survey and "Coffee with the Principals" event to increase 2-way communication.

Perceptions Strengths

We have made intentional steps towards focusing our campus culture around "deep fun" - solving hard problems together and bonding through the work of supporting our students. Feedback to these changes and priorities has been positive.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Our student achievement data has not reflected 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 and social-emotional 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: Staff, parents, and community members need to be informed regularly about campus events, initiatives and processes.

Root Cause 2: Administrative changes and being a relatively new campus require ongoing communication about expectations and campus information

Problem Statement 2 Areas: School Processes & Programs

Problem Statement 3: 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 3: Our instruction is not consistently data informed.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: Our student achievement data has not reflected 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: Students in grades K, 1, and 2 will get an updated reading level via running record monthly. Students in grades 3, 4, and 5 will get an updated reading level via running record at BOY, EOY, MOY. Students reading below grade level will get more frequent assessments.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Through monitoring student growth, teachers will be able to respond to student reading needs in Tier 1 and Tier 2 instruction to ensure we are closing gaps. **Staff Responsible for Monitoring:** Admin, teachers **Problem Statements:** Student Learning 1				

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

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: Students need personalized 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: We will utilize and update a data dashboard to see trends and needs across grade levels to make instructional adjustments.		**Formative**			**Summative**
		Nov	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Teachers and specialists will be able to monitor student performance and utilize knowledge of students to make instructional adjustments. **Staff Responsible for Monitoring:** Teachers Specialists Admin **Problem Statements:** Demographics 1 - Student Learning 1 - Perceptions 1					

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

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 and social-emotional 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 has not reflected 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 student character development by focusing on a common character trait each month.
    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: Demographics 1 - School Processes & Programs 1 - Perceptions 1
		Formative			**Summative**

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

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 and social-emotional strengths and needs.   **Root Cause**: Our practices are not consistently meeting the needs of all of our students.
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 has not reflected 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 classroom posts on Facebook and "Hump Day Hooray" staff email.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**May**
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				

0% No Progress   100% 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

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. Teams will complete a quarterly self-assessment using the Team Performance Curve.		**Formative**			**Summative**
		Nov	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Professional learning will be aligned to the needs of students and teams to increase achievement and team performance. **Staff Responsible for Monitoring:** Admin BLT Instructional Coaches **Problem Statements:** Demographics 1 - Perceptions 1					

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

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 and social-emotional strengths and needs.   **Root Cause**: Our practices are not consistently meeting the needs of all of our students.
Perceptions
Problem Statement 1: Our student achievement data has not reflected 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 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 participate in a self-selected campus "Success Team" to address opportunities to enhance Student Achievement, Behavior/Emotional Success, Staff Success, and Family Success. Teachers will have time each quarter for personal growth and needs.		**Formative**			**Summative**
		Nov	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Our staff will have increased collective efficacy towards student achievement, family/community involvement, staff culture, and behavioral/emotional support. **Staff Responsible for Monitoring:** BLT Admin Curriculum Coaches **Problem Statements:** Demographics 1 - Student Learning 1 - School Processes & Programs 1 - Perceptions 1					

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

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 and social-emotional 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.
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 has not reflected 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 community engagement through use of ParentSquare and our Watch D.O.G.S. program.		**Formative**			**Summative**
Strategy's Expected Result/Impact: We will see an increase of family engagement through ParentSquare and higher participation in our Watch D.O.G.S. program.		**Nov**	**Jan**	**Mar**	**May**
Staff Responsible for Monitoring: Admin Counselors Teachers PTA Watch D.O.G.S. **Problem Statements:** School Processes & Programs 1 - Perceptions 1					
0% No Progress 100% Accomplished → Continue/Modify ✖ Discontinue					

Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 1: 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 has not reflected 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 implement more two-way communication opportunities with all stakeholders, including surveys, feedback loops with staff, and "Coffee with the Principals" family events.		**Formative**			**Summative**
		Nov	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: All stakeholders will feel more connected to our school and have opportunities to share feedback, concerns, and questions. **Staff Responsible for Monitoring:** Admin Counselors **Problem Statements:** School Processes & Programs 1 - Perceptions 1					
0% No Progress 100% Accomplished ➡ Continue/Modify ✖ Discontinue					

Performance Objective 2 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 has not reflected 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 utilize Emergent Tree's Reach and Respond strategies to connect with students and the CharacterStrong program to support character development.
 	
  Strategy's Expected Result/Impact: Students will feel heard and valued. Teachers and families can partner for student success.
  Staff Responsible for Monitoring: Teachers
Admin
Counselors
 	
  Problem Statements: Demographics 1 - School Processes & Programs 1 - Perceptions 1
	Formative			**Summative**

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

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

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 and social-emotional strengths and needs.   **Root Cause**: Our practices are not consistently meeting the needs of all of our students.
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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 has not reflected 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.

Northwest Independent School District

Carter Elementary School

2024-2025 Campus Improvement Plan

Core Beliefs

Kids come first.

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

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

Learning is influenced by environment.

Northwest ISD Vision

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

Northwest ISD Mission

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

Table of Contents

Comprehensive Needs Assessment

Demographics

Demographics Summary

Demographic Data Section:

White	Hispanic	African American	2 or More Races	Asian	Economically Disadvantaged	Special Education	504	Dyslexia	GT	EB	At-Risk	MTSS	Homeless
37%	22%	22%	10%	9%	37%	21%	4%	8%	7%	13%	39 %	%	0

Molly Livengood Carter Elementary School is a Pre-K through 5th grade campus that serves over 670 students and employs nearly 70 staff members. The campus is located in Haslet Texas and feeds into Wilson Middle School.

Enrollment for the inaugural year (last year) exceeded expectations with over 500 students and has grown by 170 students in one year. Along with Pre-K through 5th grade classrooms we also serve a 21% 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 last year, 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 (Prioritized): Our school community is fast growing and 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

2024 EOY mClass	K	1	2	3	4	5
% On/Above Reading Level	75%	77%	63%	44%	n/a	n/a
% Met Growth Projection	46%	73%	84%	54%	n/a	n/a

As we navigated learning MCLASS, we had some campus celebrations. First and second grade had 73% and 84% (respectively) that met their growth projections.

STAAR Data	2023 3rd Grade Reading	2024 3rd Grade Reading	2023 4th Grade Reading	2024 4th Grade Reading	2023 5th Grade Reading	2024 5th Grade Reading
% Approaches and higher	N/A	76%	N/A	89%	N/A	82%

A huge celebration for us was our fourth graders who scored 89% at approaches or higher in reading with 5th grade achieving 82%.

Grade Level & Test	2023 3rd Grade Math	2024 3rd Grade Math	2023 4th Grade Math	2024 4th Grade Math	2023 5th Grade Math	2024 5th Grade Math
% Approaches and higher	N/A	71%	N/A	59%	N/A	66%

Due to our math results, we have chosen to make math a focus across our campus and will have regular check-ins and progress monitoring.

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	60%	56%	60%	49%	60%	49%	60%	23%
Math	60%	47%	60%	62%	60%	45%	60%	43 %

Student Learning Strengths

As a relatively new and fast 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 (Prioritized): 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 relatively new campus, teachers from various campus and districts (due to growth in every grade level), 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 have only one "first year teacher." 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 continue 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. We also added a Goal/Skill Setting team this year as well as we become more goal focused as a campus.

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 (Prioritized): 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 relatively new campus (opened 2023/2024 school year), we have not utilized formal 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. In our first year (last year), we did have several community/PTA events and had very good turnouts. We would also note that we are working on getting more people engaged in our volunteer programs. Our WatchDog program and our Coyote helpers program did not have a consistent turnout.

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 continue to build a culture at Carter where we celebrate student success and plan to do this regularly through assemblies, announcements, brag boards (Coyote Compliments), etc.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Our campus needs to establish our culture and expectations for both ourselves and our students. **Root Cause:** We are a relatively new campus that is growing very rapidly with both staff and students coming from different areas/experiences.

Priority Problem Statements

Problem Statement 1: Our school community is fast growing and diverse with various cultural backgrounds. We want ALL families to feel included and become involved while celebrating their cultural differences.

Root Cause 1: 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.

Problem Statement 1 Areas: Demographics

Problem Statement 2: 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 2: With us being a relatively new campus, teachers from various campus and districts (due to growth in every grade level), our instruction and academic focus is not aligned.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: 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 3: Veteran staff with experiences from a wide range of campuses and districts that need to be aligned in instruction and district curriculum.

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: Our campus needs to establish our culture and expectations for both ourselves and our students.

Root Cause 4: We are a relatively new campus that is growing very rapidly with both staff and students coming from different areas/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.

    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.	**Formative**			**Summative**

Strategy's Expected Result/Impact: Student comprehension, academic vocabulary and writing fluency.
    Staff Responsible for Monitoring: GenEd Teachers, Support Teachers and staff, Admin
 	
    Problem Statements: Student Learning 1 - School Processes & Programs 1
	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.	**Formative**			**Summative**

Strategy's Expected Result/Impact: Student comprehension, academic vocabulary and writing fluency.
    Staff Responsible for Monitoring: GenEd Teachers, Support Teachers and staff, Admin
 	
    Problem Statements: Demographics 1 - School Processes & Programs 1
	Nov	**Jan**	**Mar**	**May**

Strategy 3 Details	Reviews			
Strategy 3: (Content Literacy) 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.	**Formative**			**Summative**

Strategy's Expected Result/Impact: Student comprehension, academic vocabulary and writing fluency.
    Staff Responsible for Monitoring: GenEd Teachers, Support Teachers and staff, Admin
 	
    Problem Statements: Student Learning 1 - School Processes & Programs 1
	Nov	**Jan**	**Mar**	**May**

Strategy 4 Details	Reviews			
Strategy 4: Focus on small group instruction in literacy to meet the diverse needs of students, allowing for more personalized and targeted teaching of our students.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Student comprehension, fluency, academic vocabulary and writing ability/ fluency. **Staff Responsible for Monitoring:** GenEd Teachers, Support Teachers and staff, Admin **Problem Statements:** Student Learning 1				

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

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Our school community is fast growing and 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
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 relatively new campus, teachers from various campus and districts (due to growth in every grade level), our instruction and academic focus is not aligned.

School Processes & Programs
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.

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.
 	
   Problem Statements: Student Learning 1
		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
 	
   Problem Statements: Student Learning 1 - School Processes & Programs 1
		Formative			**Summative**

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

Strategy 3: 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.
   Strategy's Expected Result/Impact: Students will understand and know what they are learning, why it is important to know it, and what they need to be successful throughout the lesson cycle. It will create student ownership of their learning.
   Staff Responsible for Monitoring: GenEd teachers, support teachers, admin, students.
 	
   Problem Statements: School Processes & Programs 1
		Formative			**Summative**

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

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

Performance Objective 2 Problem Statements:

Student Learning
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 relatively new campus, teachers from various campus and districts (due to growth in every grade level), our instruction and academic focus is not aligned.
School Processes & Programs
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.

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).		**Formative**		**Summative**
Strategy's Expected Result/Impact: Increased social-emotional health for our students	**Nov**	**Jan**	**Mar**	**May**
Staff Responsible for Monitoring: Counselor, GenEd Teachers, support teachers, admin **Problem Statements:** Perceptions 1				

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

Performance Objective 3 Problem Statements:

Perceptions
Problem Statement 1: Our campus needs to establish our culture and expectations for both ourselves and our students. **Root Cause**: We are a relatively new campus that is growing very rapidly with both staff and students coming from different areas/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 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, and reach campus and district goals.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**May**
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				
Problem Statements: School Processes & Programs 1				

Strategy 2 Details	Reviews			
Strategy 2: Provide continuous support, guidance, and assistance for our new teachers to Carter Elementary. Also include district teacher support specialists to provide another layer of support.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: New teachers will feel more comfortable teaching in our district/school and "settle in" faster. This will allow new teachers to adapt and be able to teach more effectively.				
Staff Responsible for Monitoring: All teachers, admin, district support staff				
Problem Statements: School Processes & Programs 1 - Perceptions 1				

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

Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 1: 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
Problem Statement 1: Our campus needs to establish our culture and expectations for both ourselves and our students. **Root Cause**: We are a relatively new campus that is growing very rapidly with both staff and students coming from different areas/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 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 participate in PLC's 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 **Problem Statements:** School Processes & Programs 1 - Perceptions 1	**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. **Problem Statements:** Perceptions 1	**Formative**			**Summative**
	Nov	Jan	Mar	May

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

Performance Objective 2 Problem Statements:

School Processes & Programs
Problem Statement 1: 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
Problem Statement 1: Our campus needs to establish our culture and expectations for both ourselves and our students. **Root Cause**: We are a relatively new campus that is growing very rapidly with both staff and students coming from different areas/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.

    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.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Teacher surveys, OHI, evaluation of teacher retention data		**Nov**	**Jan**	**Mar**	**May**
Staff Responsible for Monitoring: All staff					
Problem Statements: Demographics 1 - Perceptions 1					

Strategy 2 Details		Reviews			
Strategy 2: Recruit and select highly qualified teachers by screening applicants utilizing tools provided by the district.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Hiring and retaining strong teachers and support staff.		**Nov**	**Jan**	**Mar**	**May**
Staff Responsible for Monitoring: Teachers, leadership team, admin					
Problem Statements: Perceptions 1					

Strategy 3 Details		Reviews			
Strategy 3: Enhance meaningful relationships with teachers and staff by providing opportunities to give feedback after every professional learning opportunity to measure its effectiveness and identify ongoing support and future steps needed to retain our staff here at Carter Elementary.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Teachers feeling heard, valued and retention of staff.		**Nov**	**Jan**	**Mar**	**May**
Staff Responsible for Monitoring: Teachers, leadership team, admin					
Problem Statements: Perceptions 1					

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

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 1: Our school community is fast growing and 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.

Perceptions
Problem Statement 1: Our campus needs to establish our culture and expectations for both ourselves and our students.   **Root Cause**: We are a relatively new campus that is growing very rapidly with both staff and students coming from different areas/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 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.	**Formative**			**Summative**
Strategy's Expected Result/Impact: An environment where students are able to communicate with one another in a healthy and productive manor.	**Nov**	**Jan**	**Mar**	**May**
Staff Responsible for Monitoring: All staff and students. **Problem Statements:** Demographics 1 - Perceptions 1				
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)	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**May**
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 **Problem Statements:** Demographics 1 - Perceptions 1				

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

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Our school community is fast growing and 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.

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

    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.				**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased sense of belonging for students, families and staff.				**Nov**	**Jan**	**Mar**	**May**
Staff Responsible for Monitoring: Students and staff.							
Problem Statements: Demographics 1 - Perceptions 1							
Strategy 2 Details				Reviews			
Strategy 2: Carter Elementary will fully implement the district's behavior support framework (Emergent Tree)				**Formative**			**Summative**
Strategy's Expected Result/Impact: An increased understanding of behavior expectations among students and staff.				**Nov**	**Jan**	**Mar**	**May**
Staff Responsible for Monitoring: Staff and students.							
Problem Statements: Perceptions 1							

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

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: Our school community is fast growing and 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.

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

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.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**May**
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 **Problem Statements:** Perceptions 1				

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

Performance Objective 3 Problem Statements:

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

Northwest Independent School District

Cox Elementary School

2024-2025 Campus Improvement Plan

Core Beliefs

Kids come first.

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

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

Learning is influenced by environment.

Northwest ISD Vision

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

Northwest ISD Mission

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

Wayne A. Cox Elementary School Mission

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

Table of Contents

Comprehensive Needs Assessment

Demographics

Demographics Summary

White	Hispanic	African American	2 or More Races	Asian	Economically Disadvantaged	Special Education	504	Dyslexia	GT	EB	At-Risk	MTSS	Homeless
49%	17%	13%	4%	15%	19 %	22%	5%	4%	8%	15%	24%	9%	0

Cox Elementary opened in the Fall of 2013. For 2023-2024 we served a total of 727 students. We are currently serving 700. Our campus currently has a PACEE classroom, 2 ECSE classrooms with 2 Pre-K classrooms. The communities we serve are almost fully developed, and there has been recent construction of Litsey Creek cottages. We also serve 2 apartment complexes. We are a high performing, upper to middle-class school.

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.

We have supportive parents and families that make Cox a strong campus.

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

2024 EOY mClass	K	1	2	3	4	5
% On/Above Reading Level	93%	93%	100%	92%	n/a	n/a
% Met Growth Projection	68%	81%	71%	62%	n/a	n/a

STAAR Data	2023 3rd Grade Reading	2024 3rd Grade Reading	2023 4th Grade Reading	2024 4th Grade Reading	2023 5th Grade Reading	2024 5th Grade Reading
% Approaches and higher	90%	92%	94%	92%	96%	87%

Grade Level & Test	2023 3rd Grade Math	2024 3rd Grade Math	2023 4th Grade Math	2024 4th Grade Math	2023 5th Grade Math	2024 5th Grade Math
% Approaches and higher	91%	89%	81%	85%	94%	93%

	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	65%	54%	65%	66%	65%	57%	65%	58%
Math	65%	51%	65%	80%	65%	62%	65%	67%

Student Learning Strengths

Grade levels are reaching achievement levels in MAPS, as well as meeting grade level expectations. Our teachers utilize district curriculum coaches for professional learning in PLCs and feedback on classroom instructional strategies.   Phonics instruction is explicitly taught and reinforced in reading and writing in Kinder-1st grade. The social-emotional needs of students is done with fidelity in all grade levels in Morning Meeting.

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 2024-25 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 as 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 work, student work and read relevant articles for new learning.

Our leadership team consists of an Instructional Leadership Team. We also have a Campus Safety Team, Diversity Committee and Behavior Framework Committee.

MTSS, 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 4 teachers; 1 teacher due to a family move, 1 promoted within the district and 2 teachers resigned. 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.

We use the following programs to provide intervention and 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.

There is implementation of daily Morning Meetings.

We celebrate students with our weekly Cougar Pride.

We actively monitor progress of students who are not on level and hold MTSS grade level meetings to track student progress.

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 a 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 to 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 what 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 a 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: Teams will cross content plan to incorporate content literacy in all subjects.		**Formative**			**Summative**
Strategy's Expected Result/Impact: 65% of students will meet projected growth in mClass and/or MAP **Staff Responsible for Monitoring:** Classroom teachers Campus Administration **Problem Statements:** Demographics 1 - Student Learning 1 - School Processes & Programs 1		**Nov**	**Jan**	**Mar**	**May**
Strategy 2 Details		**Reviews**			
Strategy 2: All content areas will break down vocabulary in the learning targets.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase in vocabulary and comprehension within reading, writing and discourse; 65% of students will meet projected growth in mClass and/or MAP. **Staff Responsible for Monitoring:** Classroom teachers Resource Teachers MTSS Interventionist Campus Administration **Problem Statements:** Demographics 1 - Student Learning 1 - School Processes & Programs 1		**Nov**	**Jan**	**Mar**	**May**
0% No Progress 100% 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 a 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: We will hold intentional goal setting conferences and consistently progress monitor all students.	**Formative**			**Summative**
Strategy's Expected Result/Impact: 65% of students will meet projected growth in mClass and/or MAP	**Nov**	**Jan**	**Mar**	**May**
Staff Responsible for Monitoring: Classroom teachers MTSS Interventionist MTA Interventionist Resource Teachers Campus Administration **Problem Statements:** Demographics 1 - Student Learning 1 - School Processes & Programs 1				

Strategy 2 Details	Reviews			
Strategy 2: We will conduct walkthroughs and provide feedback on learning targets.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase in students' understanding and ownership of the learning in all content areas; 65% of students will meet projected growth in mClass and/or MAP.	**Nov**	**Jan**	**Mar**	**May**
TEA Priorities: Build a foundation of reading and math **Problem Statements:** Demographics 1 - Student Learning 1 - School Processes & Programs 1				

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

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 a 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 skill building into daily morning meetings and reinforce the core values throughout the campus in the classroom and non-academic settings.		**Formative**		**Summative**
Strategy's Expected Result/Impact: Students will display stronger resilience and problem solving skills. **Staff Responsible for Monitoring:** All staff **Problem Statements:** Perceptions 1	**Nov**	**Jan**	**Mar**	**May**
0% No Progress	100% Accomplished	→ Continue/Modify	✖ Discontinue	

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 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 conduct staff surveys every grading quarter in order to gain awareness and respond to staff needs.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Respond to staffs' needs to attract and welcome high-quality staff morale. **Staff Responsible for Monitoring:** Campus Adminstrations **Problem Statements:** Perceptions 1	**Nov**	**Jan**	**Mar**	**May**
0% No Progress 100% Accomplished → Continue/Modify ✖ Discontinue				

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: We will review grade level action plans and performance curve data.			**Formative**			**Summative**
Strategy's Expected Result/Impact: Grade levels will be supported based on their needs. **Staff Responsible for Monitoring:** Campus Administration **Problem Statements:** Perceptions 1			**Nov**	**Jan**	**Mar**	**May**

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

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 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: We will support teachers' needs for professional growth through classroom walkthroughs and quarterly surveys.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Staff feel supported and professional growth is evident. **Staff Responsible for Monitoring:** Campus Administration **Problem Statements:** Perceptions 1	**Nov**	**Jan**	**Mar**	**May**

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

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: Provide monthly communication and opportunities to bring awareness and engagement in family involvement through campus events.			**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase in parent/community sign-ups for involvement in campus events **Staff Responsible for Monitoring:** All Staff **Problem Statements:** Perceptions 1			**Nov**	**Jan**	**Mar**	**May**
0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue			

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: We will support campus-wide alignment in expectations of our behavior framework for Tier I instruction.		**Formative**			**Summative**
Strategy's Expected Result/Impact: 100% of staff will utilize common area matrices for all students.		**Nov**	**Jan**	**Mar**	**May**
Staff Responsible for Monitoring: Behavior Framework Committee Campus Administrators **Problem Statements:** Perceptions 1					

Strategy 2 Details		Reviews			
Strategy 2: Campus administrators will make phone calls to welcome new families.		**Formative**			**Summative**
Strategy's Expected Result/Impact: stronger partnerships with families		**Nov**	**Jan**	**Mar**	**May**
Staff Responsible for Monitoring: Campus administrators **Problem Statements:** Perceptions 1					

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

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 parent outreach through reach and respond by providing resources needed for students' well-being.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Resources provided to parents and students		**Nov**	**Jan**	**Mar**	**May**
Staff Responsible for Monitoring: All Staff **Problem Statements:** Perceptions 1					

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

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

2024-2025 Campus Improvement Plan

Core Beliefs

Kids come first.

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Northwest ISD Vision

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

Northwest ISD Mission

Northwest ISD, in collaboration with
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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	MTSS	Homeless
24.97%	19.36%	21.91%	5.73 %	28.03%	40.51 %	19.49 %	1.27%	6.24%	7.39%	28.4%	48.28 %	12%	0

Lizzie Curtis Elementary is a PK-5th grade campus in Northwest ISD in Fort Worth, Texas. The campus is a neighborhood school that serves an ethnically diverse, fast-growing community. The staff at Lizzie Curtis Elementary consists of 49 classroom teachers, 12 paraprofessionals, 1 counselor, and 2 administrators. We currently serve 789 students with an Early Childhood Special Education (ECSE) and Structured Learning Classroom (SLC) program to support our special education needs. Our current attendance rate is 96.28%.

Demographics Strengths

Lizzie Curtis Elementary has many strengths:

- Curtis is a diverse campus with 32 different languages spoken by our families.
- Curtis classes average 20:1 student to teacher ratio.
- Curtis has a low teacher turnover rate.
- Curtis teachers have an average of 8.9 years of experience.
- Curtis has an active PTA that is recognized each year for receiving district PTA awards.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Curtis has had an increase in Economically Disadvantaged and Emergent Bilingual students creating the need for teachers to adapt to the differentiated needs of the student population.   **Root Cause:** Curtis Elementary is located in an area of fast growth.

Problem Statement 2 (Prioritized): There is a need for professional learning on rigorous, tier 1 instructional practices on the campus.   **Root Cause:** 33% of the Curtis staff is new to campus and has less than 5 years of teaching experience.

Student Learning

Student Learning Summary

2024 EOY mClass	K	1	2	3	4	5
% On/Above Reading Level	79%	79%	69%	57%		
% Met Growth Projection	60%	67%	69%	58%		

Both Kinder and 1st grade were meeting or mastering reading proficiency according to mClass at EOY. Over 50% of all K-3rd grade students met their end of year growth projections according to mClass.

STAAR Data	2023 3rd Grade Reading	2024 3rd Grade Reading	2023 4th Grade Reading	2024 4th Grade Reading	2023 5th Grade Reading	2024 5th Grade Reading
% Approaches and higher	73%	75%	80%	80%	91%	79%

Grade Level & Test	2023 3rd Grade Math	2024 3rd Grade Math	2023 4th Grade Math	2024 4th Grade Math	2023 5th Grade Math	2024 5th Grade Math
% Approaches and higher	73%	74%	74%	62%	85%	84%

Over 75% of 3rd-5th grade students were approaching or higher on the reading and math STAAR assessment.

MAP Growth Data Spring 23- Spring 24

	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	50%	69%	50%	53%	50%	49%	50%	49%
Math	50%	NA	50%	68%	50%	43%	50%	45%

Curtis 2nd and 3rd grade students had over 50% growth in reading and math on the NWEA MAP assessment.

Going into the 2024-2025 school year, the staff will collect and analyze data on student achievement and growth using resources such as:

- NWEA MAP

- mClass

- Imagine Learning

- Imagine Math

- District assessments

- Classroom data and grades

- Collaborative common formative assessments

- Progress monitoring tools

- TELPAS

- STAAR 2024

Student Learning Strengths

Student learning strengths at Curtis include:

- 64% of 5th grade students met or mastered math expectations on the STAAR assessment.
- Over 50 % of Curtis students met or mastered on Reading STAAR in 2024.
- Teachers at Curtis participate in weekly PLCs and quarterly Vertical PLCs to analyze data and align practices.
- Instructional coaches are utilized to provide job-embedded professional learning to teachers based on student needs.
- Small group instruction for targeted and differentiated instruction and intervention is provided.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): 3rd-5th grade students are not meeting growth expectations on NWEA MAP in reading or math.   **Root Cause:** Lack of consistency with small group instruction across the campus to meet the varied learning needs of Curtis students.

Problem Statement 2 (Prioritized): Tier 1 instruction is not meeting the needs of all individualized learners.   **Root Cause:** The increase of students at Curtis who have various skills levels and needs requires a differentiated approach to Tier 1 instruction.

School Processes & Programs

School Processes & Programs Summary

Curtis serves students in Pre-K - 5th grade. The campus has curricular programs and processes to ensure that learning is based on state standards and is scaffolded to address a variety of student needs. Teachers plan using the NISD curriculum and meet weekly as a team to establish the upcoming essential TEKS, analyze data, and design differentiated lessons in order to impact student learning.

The campus Instructional Leadership Team meets bi-monthly to collaborate with administrators and assist in campus decision-making. The ILT engages in the campus needs assessment based on data analysis to determine campus, grade level and classroom goals. The Curtis goals are established after evaluating multiple measures of data and identifying causes through a root cause analysis.

The campus Behavior Framework team meets monthly with administrators to analyze behavioral data, provide feedback on classroom practices for proactive behavioral instruction, and plan for next steps with the implementation of the Emergent Tree Behavior Framework.

Curtis operates on the foundational belief that we work in collaboration with each other, parents, and students to meet the needs of our students. Collaboration is a priority and is built into the campus calendar for teams to meet weekly as a PLC to internalize curriculum for best practices, analyze data, and determine next instructional steps for students meeting grade level expectations and students that are not meeting grade level expectations. Our staff meets quarterly as Vertical PLCs to align practices, identify common vocabulary, and increase consistency of instructional strategies across the grade levels.

The instructional practices at Curtis add value to the educational program and ensure that all student needs are being met. We provide pull-out Tier 3 MTSS supports, language supports for our EB students, MTA dyslexia instruction, gifted and talented education, and accelerated math instruction. To support teachers' classroom instruction and behavior management, curriculum coaches and a behavior interventionist is utilized to strengthen practices and for professional learning.

Curtis teachers and staff participate in a variety of activities designed to promote personal and collective learning which will ultimately enhance student achievement, success, and experience. The process of recruiting, retaining, and supporting staff begins with thoughtful and intentional decisions about the needs and strengths at each grade level and team when making hiring decisions. Once candidates are chosen, the campus provides intentional training to acquaint teachers to campus culture and expectations. New staff members also participate in professional learning on campus and within the district through Welcome Home and the Mentor program.

School Processes & Programs Strengths

Curtis has many process and program strengths:

- The campus master schedule is developed to maximize instructional blocks and decrease transition times around the building.
- Weekly PLC meetings that allow teachers and administrators to review data to drive instruction and develop intervention and enrichment.
- PK-5 grade levels are collaborating at the "Implementing" or "Developing" level of proficiency according to the Solution Tree PLC Rubric.
- Daily "Legend Time" is built within the master schedule to support students well-being, build classroom community, and Behavior Framework core principles direct instruction.
- This year, the campus created campus leadership opportunities for 2nd-5th grade students to increase student involvement and overall feeling of belonging among our students.
- Shared campus leadership and opportunities for staff to have collective decision making is provided through campus committees, ILT, and the Behavior Framework team.
- Each new teacher to Curtis is supported by a mentor or buddy and has access to the district mentoring program.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): There is a need to utilize collaborative structures to analyze multiple measures of student data to inform instruction, monitor progress, and track learning to make informed decisions.   **Root Cause:** The number of new teachers at Curtis and new grade level team dynamics has caused gaps in understanding and experience with high-functioning PLCs.

Problem Statement 2 (Prioritized): Based on staff feedback, there is a lack of behavioral consistency across the campus.   **Root Cause:** Inconsistent expectations and lack of resources to support Morning Meetings.

Problem Statement 3 (Prioritized): There is a need to increase the sense of belonging and provide professional learning on the culture of excellence at Curtis.   **Root Cause:** 33% of Curtis' staff is new to the building and of those, 100% of new staff members have less than 5 years of teaching experience.

Perceptions

Perceptions Summary

The mission of Lizzie Curtis Elementary is in collaboration with students, staff, and families, Lizzie Curtis provides a nurturing environment that educates the whole child to achieve personal excellence and contribute positively to the community.

Teachers and staff members continually strive to better themselves through collaborative conversations (PLCs) and personal professional learning opportunities in an effort to improve and enhance student achievement and experiences. Teachers recognize each others strengths as they volunteer to serve the campus in various ways on campus committees, instructional committees, vertical teams, as teacher leaders and by designing community involvement experiences.

Curtis engages the local community by partnering with PTA through numerous campus family events. Annual activities include Fall Festival, Family Literacy Night, STEM Night, Welcome Night, and Field Day. Each grade level provides a weekly newsletter to keep parents informed along with a weekly Principal's Newsletter (Curtis Connection). There are several opportunities for parents to volunteer on campus throughout the year through events such as door decorating and Watch DOGS. We continue to build our PTA membership and volunteer base. At Curtis, we are committed to building partnerships between home and school. We believe student success relies on support from home and building positive relationships with all stakeholders.

Perceptions Strengths

Curtis perception strengths include:

- Curtis Elementary has a strong sense of pride in our campus diversity
- Curtis has consistent and clear communication in various forms (Facebook, ParentSquare) to keep families up-to-date and informed on things occurring on campus.
- Parents and volunteers support campus events and take leadership in annual events.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): There is a need to increase support for the social/emotional wellness of students. **Root Cause:** The effects of the pandemic resulted in a negative impact on students' social-emotional and conflict resolution skills.

Problem Statement 2 (Prioritized): Parent engagement with the EB families at Curtis is consistently less than the parent engagement with the Non-EB families. **Root Cause:** Barriers that prevent engagement include language, parent work schedules, and/or parent lack of knowledge on how to best support their student academically and socially-emotionally.

Problem Statement 3 (Prioritized): According to staff and OHI survey feedback, there is a need to increase cohesiveness and the sense of belonging on campus among students and parents. **Root Cause:** There is little opportunity for students to utilize their strengths to contribute positively to the campus outside the classroom.

Priority Problem Statements

Problem Statement 1: 3rd-5th grade students are not meeting growth expectations on NWEA MAP in reading or math.

Root Cause 1: Lack of consistency with small group instruction across the campus to meet the varied learning needs of Curtis students.

Problem Statement 1 Areas: Student Learning

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

Root Cause 2: The increase of students at Curtis who have various skills levels and needs requires a differentiated approach to Tier 1 instruction.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Curtis has had an increase in Economically Disadvantaged and Emergent Bilingual students creating the need for teachers to adapt to the differentiated needs of the student population.

Root Cause 3: Curtis Elementary is located in an area of fast growth.

Problem Statement 3 Areas: Demographics

Problem Statement 4: There is a need to utilize collaborative structures to analyze multiple measures of student data to inform instruction, monitor progress, and track learning to make informed decisions.

Root Cause 4: The number of new teachers at Curtis and new grade level team dynamics has caused gaps in understanding and experience with high-functioning PLCs.

Problem Statement 4 Areas: School Processes & Programs

Problem Statement 5: Based on staff feedback, there is a lack of behavioral consistency across the campus.

Root Cause 5: Inconsistent expectations and lack of resources to support Morning Meetings.

Problem Statement 5 Areas: School Processes & Programs

Problem Statement 6: There is a need to increase support for the social/emotional wellness of students.

Root Cause 6: The effects of the pandemic resulted in a negative impact on students' social-emotional and conflict resolution skills.

Problem Statement 6 Areas: Perceptions

Problem Statement 7: Parent engagement with the EB families at Curtis is consistently less than the parent engagement with the Non-EB families.

Root Cause 7: Barriers that prevent engagement include language, parent work schedules, and/or parent lack of knowledge on how to best support their student academically and socially-emotionally.

Problem Statement 7 Areas: Perceptions

Problem Statement 8: According to staff and OHI survey feedback, there is a need to increase cohesiveness and the sense of belonging on campus among students and parents.

Root Cause 8: There is little opportunity for students to utilize their strengths to contribute positively to the campus outside the classroom.

Problem Statement 8 Areas: Perceptions

Problem Statement 9: There is a need to increase the sense of belonging and provide professional learning on the culture of excellence at Curtis.

Root Cause 9: 33% of Curtis' staff is new to the building and of those, 100% of new staff members have less than 5 years of teaching experience.

Problem Statement 9 Areas: School Processes & Programs

Problem Statement 10: There is a need for professional learning on rigorous, tier 1 instructional practices on the campus.

Root Cause 10: 33% of the Curtis staff is new to campus and has less than 5 years of teaching experience.

Problem Statement 10 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: Vertical PLCs scheduled quarterly to align practices, language, and instructional strategies	**Formative**			**Summative**
Strategy's Expected Result/Impact: The percentage of students meeting or exceeding grade level expectations will increase by 5%. **Staff Responsible for Monitoring:** Principal, Assistant Principal, ILT **Problem Statements:** Student Learning 2	**Nov**	**Jan**	**Mar**	**May**
Strategy 2 Details	**Reviews**			
Strategy 2: Monthly data review meetings using MAP, running records, CBAs, and formatives to inform small group instruction and create reviewable action plans for weekly lesson plans.	**Formative**			**Summative**
Strategy's Expected Result/Impact: The percentage of students meeting or exceeding grade level expectations will increase by 5%. **Staff Responsible for Monitoring:** Principal, Assistant Principal **Problem Statements:** Student Learning 1	**Nov**	**Jan**	**Mar**	**May**
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: 3rd-5th grade students are not meeting growth expectations on NWEA MAP in reading or math.   **Root Cause**: Lack of consistency with small group instruction across the campus to meet the varied learning needs of Curtis students.
Problem Statement 2: Tier 1 instruction is not meeting the needs of all individualized learners.   **Root Cause**: The increase of students at Curtis who have various skills levels and needs requires a differentiated approach to Tier 1 instruction.

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 utilize progress monitoring tracking documents specific to grade level assessments (CBAs, Imagine Math, formatives) to review progress toward mastery during PLCs bimonthly.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: The percentage of students meeting or exceeding grade level expectations will increase by 5%. **Staff Responsible for Monitoring:** Principal, Assistant Principal, ILT **Problem Statements:** Demographics 1 - School Processes & Programs 1				

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

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: Curtis has had an increase in Economically Disadvantaged and Emergent Bilingual students creating the need for teachers to adapt to the differentiated needs of the student population.   **Root Cause**: Curtis Elementary is located in an area of fast growth.
School Processes & Programs
Problem Statement 1: There is a need to utilize collaborative structures to analyze multiple measures of student data to inform instruction, monitor progress, and track learning to make informed decisions.   **Root Cause**: The number of new teachers at Curtis and new grade level team dynamics has caused gaps in understanding and experience with high-functioning 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: Biweekly walkthroughs will be utilized to gather data and provide feedback to teachers on the Curtis Instructional Focus for 24-25 (Learning Targets, task alignment, responsive small group instruction).	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: The percentage of students meeting or exceeding grade level expectations will increase by 5%. **Staff Responsible for Monitoring:** Principal, Assistant Principal **Problem Statements:** Student Learning 1, 2				

Strategy 2 Details	Reviews			
Strategy 2: Teachers will engage students daily in structured Morning Meetings (Legend Time) that focus on developmentally relevant social-emotional and behavioral learning.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Equip students with important character and conflict resolution skills. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Counselor **Problem Statements:** School Processes & Programs 2 - Perceptions 1				

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

Performance Objective 3 Problem Statements:

Student Learning
Problem Statement 1: 3rd-5th grade students are not meeting growth expectations on NWEA MAP in reading or math.   **Root Cause**: Lack of consistency with small group instruction across the campus to meet the varied learning needs of Curtis students.
Problem Statement 2: Tier 1 instruction is not meeting the needs of all individualized learners.   **Root Cause**: The increase of students at Curtis who have various skills levels and needs requires a differentiated approach to Tier 1 instruction.
School Processes & Programs
Problem Statement 2: Based on staff feedback, there is a lack of behavioral consistency across the campus.   **Root Cause**: Inconsistent expectations and lack of resources to support Morning Meetings.

Perceptions

Problem Statement 1: There is a need to increase support for the social/emotional wellness of students.   **Root Cause**: The effects of the pandemic resulted in a negative impact on students' social-emotional and conflict resolution 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: Provide support and guidance to all teachers new to the profession and new to Curtis once per month through the district and campus mentor program.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Increased sense of belonging, confidence, and enhanced instructional practices for new teachers. **Staff Responsible for Monitoring:** Principal, Mentor Coordinator **Problem Statements:** School Processes & Programs 3				
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue				

Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 3: There is a need to increase the sense of belonging and provide professional learning on the culture of excellence at Curtis.   **Root Cause**: 33% of Curtis' staff is new to the building and of those, 100% of new staff members have less than 5 years of teaching experience.

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 teachers will participate in weekly PLCs, monthly Vertical PLCs, and campus professional development with the support of instructional coaching and coaching feedback cycles.		**Formative**			**Summative**
		Nov	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: 100% of staff will engage in professional learning to support the planning and delivery of effective, high-quality tier 1 instruction. **Staff Responsible for Monitoring:** Principal, Assistant Principal **Problem Statements:** Demographics 2					
Strategy 2 Details		Reviews			
Strategy 2: All teachers will monitor and track progress toward grade level goals and share updates three times a year during State of the School celebrations.		**Formative**			**Summative**
		Nov	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Collective efficacy among the staff. **Staff Responsible for Monitoring:** Principal, Assistant Principal, ILT **Problem Statements:** Student Learning 1 - School Processes & Programs 1					

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

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 2: There is a need for professional learning on rigorous, tier 1 instructional practices on the campus.   **Root Cause**: 33% of the Curtis staff is new to campus and has less than 5 years of teaching experience.

Student Learning
Problem Statement 1: 3rd-5th grade students are not meeting growth expectations on NWEA MAP in reading or math.   **Root Cause**: Lack of consistency with small group instruction across the campus to meet the varied learning needs of Curtis students.

School Processes & Programs

Problem Statement 1: There is a need to utilize collaborative structures to analyze multiple measures of student data to inform instruction, monitor progress, and track learning to make informed decisions.   **Root Cause**: The number of new teachers at Curtis and new grade level team dynamics has caused gaps in understanding and experience with high-functioning PLCs.

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: By the end of the first semester, conduct one on one meetings with staff to determine campus needs, teacher needs, and opportunities for growth across the campus.
 	
    Strategy's Expected Result/Impact: Increased staff feeling of belonging, value, and input on decision-making.
    Staff Responsible for Monitoring: Principal
 	
    Problem Statements: School Processes & Programs 3
		Formative			**Summative**

		Nov	Jan	Mar	May

Strategy 2 Details		Reviews			

Strategy 2: Provide opportunities for teacher voice, shared decision-making, professional growth, and leadership development through staff feedback surveys, walkthrough data and feedback, and ILT meetings.
    Strategy's Expected Result/Impact: Increase belonging, value, and confidence in job performance among staff.
    Staff Responsible for Monitoring: Principal, Assistant Principal
 	
    Problem Statements: School Processes & Programs 3
		Formative			**Summative**

		Nov	Jan	Mar	May

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

Performance Objective 3 Problem Statements:

School Processes & Programs
Problem Statement 3: There is a need to increase the sense of belonging and provide professional learning on the culture of excellence at Curtis.   **Root Cause**: 33% of Curtis' staff is new to the building and of those, 100% of new staff members have less than 5 years of teaching experience.

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: Communicate weekly events and important information to families through Principals' Newsletter, grade level newsletters, social media posts, and Parent Square.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased parents communication and awareness of campus information	Nov	Jan	Mar	May
Staff Responsible for Monitoring: Principal, Classroom teachers				
Problem Statements: Perceptions 2, 3				

Strategy 2 Details	Reviews			
Strategy 2: Host opportunities to develop positive parent relationships with the school through Veterans' Day, Multicultural Night, Welcome Night, and Open House.	**Formative**			**Summative**
Strategy's Expected Result/Impact: 100% of parents will have equitable access to Curtis Elementary and be provided opportunities for family engagement.	Nov	Jan	Mar	May
Staff Responsible for Monitoring: Principal, Assistant Principal, Community Events Committee				
Problem Statements: Demographics 1 - Perceptions 2				

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

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Curtis has had an increase in Economically Disadvantaged and Emergent Bilingual students creating the need for teachers to adapt to the differentiated needs of the student population.   **Root Cause**: Curtis Elementary is located in an area of fast growth.
Perceptions
Problem Statement 2: Parent engagement with the EB families at Curtis is consistently less than the parent engagement with the Non-EB families.   **Root Cause**: Barriers that prevent engagement include language, parent work schedules, and/or parent lack of knowledge on how to best support their student academically and socially-emotionally.

Perceptions
Problem Statement 3: According to staff and OHI survey feedback, there is a need to increase cohesiveness and the sense of belonging on campus among students and parents.   **Root Cause**: There is little opportunity for students to utilize their strengths to contribute positively to the campus outside the classroom.

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: Host monthly Legend Rallies, monthly Legendary Leader awards, and daily Legend Time (morning meetings) to create unity, a sense of pride, and develop a common language for positive behavioral expectations across the campus.			**Formative**		**Summative**
			Nov	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Create a sense of belonging and pride among students and staff. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Community Events and Assembly Committee **Problem Statements:** School Processes & Programs 2 - Perceptions 3						

Strategy 2 Details			Reviews		
Strategy 2: Implement student leadership opportunities on the campus for students in 2nd-5th grade.			**Formative**		**Summative**
			Nov	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: 100% of 2nd-5th grade students will have the opportunity to be involved in campus leadership to enhance the sense of belonging at Curtis. **Staff Responsible for Monitoring:** Principal, Student Leadership Committee **Problem Statements:** Perceptions 3						

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

Performance Objective 2 Problem Statements:

School Processes & Programs
Problem Statement 2: Based on staff feedback, there is a lack of behavioral consistency across the campus.   **Root Cause**: Inconsistent expectations and lack of resources to support Morning Meetings.

Perceptions
Problem Statement 3: According to staff and OHI survey feedback, there is a need to increase cohesiveness and the sense of belonging on campus among students and parents. **Root Cause**: There is little opportunity for students to utilize their strengths to contribute positively to the campus outside the classroom.

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: Increase counseling and guidance support through monthly lessons, scheduled small groups, and individual lessons with a focus on proactive social-emotional health.		**Formative**			**Summative**
		Nov	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Increased student self-awareness, character skills, and conflict resolution skills **Staff Responsible for Monitoring:** Principal, Counselor **Problem Statements:** School Processes & Programs 2 - Perceptions 1					

Strategy 2 Details		Reviews			
Strategy 2: Implement the Emergent Tree Behavioral Support Framework through daily Legend Time (morning meetings), intentional connections, positive feedback, and proactive behavioral instruction.		**Formative**			**Summative**
		Nov	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Increased positive relationships, self-awareness, and self regulation among students. **Staff Responsible for Monitoring:** Principal, Behavior Framework Committee, Counselor **Problem Statements:** School Processes & Programs 2 - Perceptions 1					

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

Performance Objective 3 Problem Statements:

School Processes & Programs
Problem Statement 2: Based on staff feedback, there is a lack of behavioral consistency across the campus. **Root Cause**: Inconsistent expectations and lack of resources to support Morning Meetings.
Perceptions
Problem Statement 1: There is a need to increase support for the social/emotional wellness of students. **Root Cause**: The effects of the pandemic resulted in a negative impact on students' social-emotional and conflict resolution skills.

Northwest Independent School District

Daniel Elementary School

2024-2025 Campus Improvement Plan

Core Beliefs

Kids come first.

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

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

Learning is influenced by environment.

Northwest ISD Vision

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

Northwest ISD Mission

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

Table of Contents

Comprehensive Needs Assessment

Demographics

Demographics Summary

Demographic Data Section:

White	Hispanic	African American	2 or More Races	Asian	Economically Disadvantaged	Special Education	504	Dyslexia	GT	EB	At-Risk	MTSS	Homeless
6%	20%	8%	2%	20 %	4%	20 %	5 %	14%	11%	15 %	22%	7%	

Johnie Daniel Elementary currently has 574 students enrolled.

Current Classrooms:

3-Pre-K classes

5-Kindergarten classes

4-First grade classes

5-Second grade classes

4-Third grade classes

4-Fourth grade classes

3-Fifth grade classes

1-Early Childhood Special Education class and 3 ECSE paraprofessionals

1-SEAC specialized class and 2 SEAC paraprofessionals

1-PACEE specialized class and 3 PACEE paraprofessionals and 1 Interventionist

1-MTSS/ESL interventionist

1-Emergent bilingual interventionist part-time

2-Dyslexia interventionists

3 special education resource teachers and 1 special education paraprofessional

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 has increased by over 200 students allowing us to serve more students and families.
- 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 started with 368 students and opened this year with 574 students. Our campus is predicted to be at 850 students by the end of the 2025-2026 school year, so campus systems need to be refined 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 is pulled for the spring of 2024.

2024 EOY mClass	K	1	2	3	4	5
% On/Above Reading Level	83%	75%	85%	94%	90%	92%
% Met Growth Projection	92%	82%	90%	96%	94%	98%

85% or more of the students in grades 2nd-5th were on grade level in reading and 90% or higher in these grade levels met annual growth projections.

STAAR Data	2023 3rd Grade Reading	2024 3rd Grade Reading	2023 4th Grade Reading	2024 4th Grade Reading	2023 5th Grade Reading	2024 5th Grade Reading
% Approaches and higher	77%	92%	85%	96%	84%	90%
Grade Level & Test	**2023 3rd Grade Math**	**2024 3rd Grade Math**	**2023 4th Grade Math**	**2024 4th Grade Math**	**2023 5th Grade Math**	**2024 5th Grade Math**
% Approaches and higher	73%	86%	67%	86%	79%	94%

Students at Daniel made significant growth on their STAAR tests from 2023-2024. Experienced teachers, strong partnership with parents, student ownership in goal setting, and rigorous implementation of the TEKS are key components to the student success.

For the 2023-2024 school year, 95% of the students at Daniel Elementary scored on their MAP testing as high growth and high achievement. These scores placed our campus in the upper righthand quadrant

MAP Growth Data Spring 23- Spring 24 This data is to be looked at like a Bell curve. 50% is the average score for 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	45%	75%	76%	85%	61%	70%	69%	73%
Math	44%	63%	59%	75%	45%	75%	48%	74%

MAP Growth Data Spring 23- Spring 24 This data is to be looked at like a Bell Curve with 50% at the peak of the Bell Curve and considered average growth. This is a norm referenced test and compared with millions of students across the nation. 50% is the average score for growth. Students in grades 2-5th scored above the expected projection and scored in the top range of the Bell curve indicating that students at Daniel Elementary had high growth and high achievement in multiple subjects in multiple grade levels.

Student Learning Strengths

According to MAP and STAAR testing, 3rd grade students performed at high growth high achievement for 2024. Grades 2, 4, and 5 were high achieving, low growth (but very close to high growth too... the school as a whole was close to high growth and high achievement in all areas.)

Reading HUGE CELEBRATION!

Daniel as a school was high growth, high achieving in reading overall as a campus!

Grade 4 reading was high growth, high achievement, 3rd grade was high growth

and grades 2 and 5 were high achieving low growth, but were only a few points away from being high achieving and high growth.

The teacher matters! Daniel has high quality and experienced teachers who utilize PLCs to dig into student data to set goals with students, communicate these goals with families, track growth over time in a consistent manner, and adjust instruction to meet the needs of students.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Daniel Elementary needs to implement a progress monitoring tool that tracks academic growth at consistent intervals throughout the school year and continue to utilize a goal-setting protocol with each individual child. We need to work on streamlining our processes with progress monitoring with quantitative and qualitative measures. **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 a 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 collaboratively with notes taken at all meetings that are shared with all staff members for transparency. Feedback from staff is crucial and used to drive future agendas.
- The master schedule is designed to support our accelerated math students because they need to have math simultaneously due to an off-campus math teacher. 2nd-5th grade have math simultaneously to support our accelerated math students. PAW time is an intervention time that is embedded daily into the master schedule to allow teachers to work on Tier II instructional supports for students. The master schedule also provides a balance of work periods and activities 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 goals 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.
- We will have a 3 family system: Positive Family, a Hardworking Family, and a Loyal Family which align with the Johnie 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. The "family" term was adopted from the Culture Code book. We have pep rally celebrations once a month 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 strengthen our campus traditions and continue to build upon our positive campus culture.   **Root Cause:** Daniel Elementary is a growing campus with staff, students, and families joining together with different traditions and experiences.

Perceptions

Perceptions Summary

Johnie Daniel Elementary is in its second year as a campus and is supported by an incredible staff, students, families, and community. The campus scored in the top 5% of the nation on our staff Organizational Health Inventory survey given to the staff in the spring of 2023. Our parents, students, and staff surveys show 98% of our stakeholders feel valued and their voices are heard on many topics. Parents have a high participation rate in parent surveys/input.

- Parents have participated in Google surveys that were sent to them in the summer requesting their input. We had about 574 students and 327 families completed the surveys.
- 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

- The Daniel staff participated in the Organizational Health Inventory survey in the spring of 2023. The staff scored a 98% out of 100% for communication. The morale and school climate scores were in the 90's. This survey is given to schools across the nation and Daniel Elementary scores in the top 5% for schools across the nation for a positive school culture for employees because they see themselves as leaders and have value.
- We have a strong PTA executive board that is highly active and advocates for ALL students led by Rebekah Baus as president for her 2nd year term.
- We have a strong Watch D.O.G.S. program led by Gabe Rios as Head Watch DOG.
- We had over 100 members present for the first general PTA meeting on September 12, 2023, and we continue to have high involvement.
- Pecan Square has partnered with our campus and has helped us develop a unique culture with events such as "First Day of School Walk", and "Back to School Bash", and has helped to launch our first Boy Scout troop.
- 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 during our first year. They also purchased our dog mascot and are willing to partner with us to support the students.
- Valley Creek Church adopted our school last spring 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. They purchased tables for the patio area to help provide more seating for our grandparent, parent, and events.
- Northlake Businesses and community partners have been amazing with the support for our campus through lounge donations, teacher breakfast, coffee, etc.
- The Northlake police have partnered with us to help provide support during safety training for staff and community. The office manager and the principal were invited to attend police/safety training with Northlake and Argyle law enforcement.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Johnie Daniel Elementary continues to work on developing relationships with students, staff, parents, and the community to better understand their perceptions and maintain a positive culture for learning and working. **Root Cause:** Daniel Elementary is in our second-year as a campus with staff, students, and families joining together with different traditions and experiences. We continue to add 100's of students annually from various cultures. The campus team strives to welcome new families and get them connected so they become partners. The campus also wants to recognize cultures represented on our campus.

Priority Problem Statements

Problem Statement 1: Daniel Elementary needs to implement a progress monitoring tool that tracks academic growth at consistent intervals throughout the school year and continue to utilize a goal-setting protocol with each individual child. We need to work on streamlining our processes with progress monitoring with quantitative and qualitative measures.

Root Cause 1: 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 1 Areas: Student Learning

Problem Statement 2: Daniel Elementary is working to strengthen our campus traditions and continue to build upon our positive campus culture.

Root Cause 2: Daniel Elementary is a growing campus with staff, students, and families joining together with different traditions and experiences.

Problem Statement 2 Areas: School Processes & Programs

Problem Statement 3: Johnie Daniel Elementary continues to work on developing relationships with students, staff, parents, and the community to better understand their perceptions and maintain a positive culture for learning and working.

Root Cause 3: Daniel Elementary is in our second-year as a campus with staff, students, and families joining together with different traditions and experiences. We continue to add 100's of students annually from various cultures. The campus team strives to welcome new families and get them connected so they become partners. The campus also wants to recognize cultures represented on our campus.

Problem Statement 3 Areas: Perceptions

Problem Statement 4: Johnie Daniel Elementary started with 368 students and opened this year with 574 students. Our campus is predicted to be at 850 students by the end of the 2025-2026 school year, so campus systems need to be refined and able to withstand a huge influx of students in a small window of time.

Root Cause 4: Pecan Square is a fast-growth community developed by Hillwood which is one of the strongest developers in America.

Problem Statement 4 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: Johnie 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.		**Formative**			**Summative**
		Nov	**Jan**	**Mar**	**May**
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					
Strategy 2 Details		**Reviews**			
Strategy 2: 100% of Daniel's professional staff will receive professional development on how to design learning targets that align with the TEKS and have clear success criteria. The Learning Target training aims to develop teachers to guide students with understanding if they have mastered the intended goal of the lesson.		**Formative**			**Summative**
		Nov	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Students should be able to articulate what they are learning and how they know when they have mastered the concept using verbal and written expression. **Staff Responsible for Monitoring:** Campus administration and Instructional Leadership Team (ILT) will develop a walkthrough form with Learning Targets as a focus. Teachers will receive feedback after each walk on the learning target presented in the classroom. The walks will be done by grade level so the team can review the walkthrough feedback specific to Learning Targets as a team during their PLC. Teachers would be monitoring this portion of the goal.					

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

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.		**Formative**			**Summative**
		Nov	**Jan**	**Mar**	**May**
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					

Strategy 2 Details		Reviews			
Strategy 2: This strategy aligns with Performance Objective 1 and Performance Objective 2. 100% of Daniel's professional staff will receive professional development on how to design learning targets that align with the TEKS and have clear success criteria. The Learning Target training aims to develop teachers to guide students with understanding if they have mastered the intended goal of the lesson.		**Formative**			**Summative**
		Nov	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Students should be able to articulate what they are learning and how they know when they have mastered the concept using verbal and written expression.					
Staff Responsible for Monitoring: Campus administration and Instructional Leadership Team (ILT) will develop a walkthrough form with Learning Targets as a focus. Teachers will receive feedback after each walk on the learning target presented in the classroom. The walks will be done by grade level so the team can review the walkthrough feedback specific to Learning Targets as a team during their PLC. Teachers would be monitoring this portion of the goal.					

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

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

0% No Progress	100% Accomplished	→ Continue/Modify	✕ 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: 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.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**May**
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.				
0% No Progress 100% Accomplished → Continue/Modify ✗ 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 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.		**Formative**			**Summative**
		Nov	**Jan**	**Mar**	**May**

0%	No Progress	100%	Accomplished	→	Continue/Modify	✖	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 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.		**Formative**			**Summative**
		Nov	**Jan**	**Mar**	**May**
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.					

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

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.		**Formative**			**Summative**
		Nov	**Jan**	**Mar**	**May**
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.					

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

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.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: All stakeholders will feel they have a system for sharing their voices on a variety of topics.				

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.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Students, staff, and families feel valued				

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

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.		**Formative**			**Summative**
		Nov	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Families will learn about campus and district trainings, opportunities, surveys, etc. that better support their children.					
Strategy 2 Details		**Reviews**			
Strategy 2: Johnie Daniel Behavior Framework team will provide ongoing behavior framework training with a focus on reinforcing quality Tier 1 practices and implementing Tier 2 strategies that are safe, respectful, and responsible.		**Formative**			**Summative**
		Nov	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: 100% of classroom teachers will use reach and respond elements with a focus on student response. 100% of classroom teachers will implement brag boards inside the classroom in addition to brag boards in the PAWD with a focus on feedback. **Staff Responsible for Monitoring:** Campus Administration and Behavior Framework Team					

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

Northwest Independent School District

Granger Elementary School

2024-2025 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.

Table of Contents

Comprehensive Needs Assessment

Demographics

Demographics Summary

White	Hispanic	African American	2 or More Races	Asian	Economically Disadvantaged	Special Education	504	Dyslexia	GT	EB	At-Risk	MTSS	Homeless
57%	20%	7.5%	7.5 %	7%	25 %	21 %	4 %	7 %	13%	10 %	30 %	%	0

Demographics Strengths

Kay Granger Elementary School employs 65 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 640 students with a student to teacher ratio of 22-1. The special education department has 7 teachers. Kay Granger Elementary School also employs 9 educational paraprofessionals. 100% of teachers are highly qualified. Granger Elementary also has Pre-K, ECSE, PACEE, and SEAC.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Our number of economically disadvantaged students and number of at risk students continues to increase. **Root Cause:** Families are joining households due to the cost of living increases. Student mobility rate has increased in the last three years.

Problem Statement 2 (Prioritized): Younger students are unable to articulate their growth goals and how to achieve their goals in reading or math. **Root Cause:** Teachers are still learning to navigate a new data tracking system and figuring out how to help students track their goals in a student friendly language.

Student Learning

Student Learning Summary

2024 EOY mClass	K	1	2	3	4	5
% On/Above Reading Level	80%	71%	74%	68%	N/A%	N/A%
% Met Growth Projection	80%	73%	80%	75%	N/a%	N/A%

Our second grade students have less on level readers from EOY vs BOY. ALL other grades grew from BOY to EOY, especially our 1st graders overall.

Our 3rd graders showed high growth in above-level readers.

STAAR Data	2023 3rd Grade Reading	2024 3rd Grade Reading	2023 4th Grade Reading	2024 4th Grade Reading	2023 5th Grade Reading	2024 5th Grade Reading
% Approaches and higher	90%	86%	93%	91%	93%	96%
Grade Level & Test	2023 3rd Grade Math	2024 3rd Grade Math	2023 4th Grade Math	2024 4th Grade Math	2023 5th Grade Math	2024 5th Grade Math
% Approaches and higher	91%	86%	79%	82%	91%	87%

Our students performed 7-10% higher than the district average for percentage MASTERY.

Our students performed 5-13% points higher than the district for approaches above.

5th grade reading was such a celebration! We not only moved 3% in achievement, but placed 2nd in district beating like schools. Our most opportunity to grow would be our 3rd grade reading. Even though achievement was high, our sub pops needed more growth than performed.

Our growth in 4th grade math achievement was another celebration! Overall our math achievement stayed consistent across all grade levels; vertical alignment has been strong in these grade levels.

MAP Growth Data Spring 23- Spring 24

	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	48	54	51	46	50	44	50	54
Math	40	32	53	58	46	42	45	39

All 4 grade levels are above expected 70% in achievement data!

Our students fall in the higher achievement and higher growth quadrant in MAP reading! This is a great celebration. Grade levels with the most growth in reading were our 2nd graders and 5th graders.

Our students fall in the higher achievement and low growth quadrant of the MAP math data with the exception of our third graders. Third graders exceeded their MAP growth expectations.

Student Learning Strengths

Mclass-

Our 2nd graders have less on level readers from EOY vs BOY. ALL other grades grew from BOY to EOY, especially our 1st graders overall.

Our 3rd graders showed high growth in above-level readers.

STAAR-

Our students performed 7-10% higher than the district average for percentage MASTERY.

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Our growth in 4th grade math achievement was another celebration! Overall our math achievement stayed consistent across all grade levels; vertical alignment has been strong in these grade levels.

MAP-

All 4 grade levels are above expected 70% in achievement data!

Our students fall in the higher achievement and higher growth quadrant in MAP reading! This is a great celebration. Grade levels with the most growth in reading were our 2nd graders and 5th graders.

Third graders exceeded their MAP growth expectations.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Data supports that reading and math achievement are high, but growth within all grade levels are not. **Root Cause:** Inconsistent data dives across grade levels in PLCs and planning.

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.

- 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 six years ago with teachers. House leaders consist of grade level representatives who help the house council lead service learning projects throughout the year.
- Emergent Tree framework is in the second year of implementation to help support our campus wide behavior management plan.
- 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.
- 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 has been renamed to Guardians of Goodwill- . This group assists teachers in the classroom by reading and working with students. It is open to all guardians and grandparents.
- 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.
- Dan St. Romain's 9 principles has been added to correlate with our Guidance lessons.
- Our traditions at Kay Granger like musicals, parades, art shows, patriots day, veteran's day, and field day bring in high amounts of community volunteers and attendance.
- Librarians in Training is a system set up for student leaders to help in the library. It provides leadership opportunities and teaches students about responsibility.
- Alan Lowman PD was presented to staff in the 24-25 school year.
- Our OHI data strengths were Autonomy and Cohesiveness; we have an opportunity to grow in goal focus.

School Processes & Programs Strengths

- **According to our OHI** survey the campus feels they are well informed about decisions and feel there is good interdepartmental cooperation. The survey shows that

leadership cares about their concerns and they are 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.

- Learning walks are focused on the alignment of learning targets across the grade levels.
- 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 for the second year in a row.

- We continue to develop 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 2023-3024 Promising Practice recipient for our LIT and Guardians of Goodwill programs, 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 OHI data says that our area of focus should be goal focus. Our staff is not clear on our campus goals.   **Root Cause:** The "mature closeness" within teams is more collegial, more relationship based than on commitment to school-wide goals.

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, Guardians of Goodwill, 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 three 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

Feedback from parents is mostly 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.

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.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): We are seeing an increase of behaviors in our younger students. **Root Cause:** Students come to us with a wide range of experiences needs.

Problem Statement 2: 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: Student attendance should increase so that students don't miss critical instruction that spirals throughout the school year. **Root Cause:** Campus initiatives to promote attendance have not yet outweighed extra curricular events and family vacations.

Priority Problem Statements

Problem Statement 1: Younger students are unable to articulate their growth goals and how to achieve their goals in reading or math.
Root Cause 1: Teachers are still learning to navigate a new data tracking system and figuring out how to help students track their goals in a student friendly language.
Problem Statement 1 Areas: Demographics

Problem Statement 2: Our OHI data says that our area of focus should be goal focus. Our staff is not clear on our campus goals.
Root Cause 2: The "mature closeness" within teams is more collegial, more relationship based than on commitment to school-wide goals.
Problem Statement 2 Areas: School Processes & Programs

Problem Statement 3: We are seeing an increase of behaviors in our younger students.
Root Cause 3: Students come to us with a wide range of experiences needs.
Problem Statement 3 Areas: Perceptions

Problem Statement 4: Data supports that reading and math achievement are high, but growth within all grade levels are not.
Root Cause 4: Inconsistent data dives across grade levels in PLCs and planning.
Problem Statement 4 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
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card and accountability 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
- Prekindergarten Self-Assessment Tool
- Texas approved PreK - 2nd grade assessment data

- Texas approved Prekindergarten and Kindergarten assessment data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- 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
- Violence and/or violence prevention records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

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

Parent/Community Data

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

- Community surveys and/or other feedback

Support Systems and Other Data

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

    Evaluation Data Sources: MClass, MAP data, CBA data, and STAAR data

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.		**Formative**			**Summative**
		Nov	**Jan**	**Mar**	**May**

Strategy's Expected Result/Impact: 90% of our students will end the year with a year's worth of growth in reading.
    Staff Responsible for Monitoring: Campus Administration, Content Teachers, and Specialists
 	
    Problem Statements: Student Learning 1					

Strategy 2 Details		**Reviews**			
Strategy 2: We will have quarterly state of the grade level meetings to review progress monitoring of text levels in grades K-3 and formative assessment data/CBA for 4 and 5.		**Formative**			**Summative**
		Nov	**Jan**	**Mar**	**May**

Strategy's Expected Result/Impact: 90% of our students will end the year with a year's worth of growth in reading.
    Staff Responsible for Monitoring: Campus Administration, Content Teachers, and Specialists
 	
    Problem Statements: Student Learning 1					

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

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: Data supports that reading and math achievement are high, but growth within all grade levels are not. **Root Cause**: Inconsistent data dives across grade levels in PLCs and planning.

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.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**May**

Strategy's Expected Result/Impact: All students will make growth and 90% 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
 	
    Problem Statements: Demographics 2				

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.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**May**

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.
    Staff Responsible for Monitoring: Teachers and Specialists
 	
    Problem Statements: Demographics 2				

Strategy 3 Details	Reviews			
Strategy 3: We will move from learning targets being posted for compliance and utilized as a tool to help students own their learning.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**May**

Strategy's Expected Result/Impact: Clear focused learning targets will assist teachers in utilizing formative assessments to make sure students are mastering the concepts being taught.
    Staff Responsible for Monitoring: Teachers, Specialists, Admin
 	
    Problem Statements: School Processes & Programs 1				

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

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 2: Younger students are unable to articulate their growth goals and how to achieve their goals in reading or math.   **Root Cause**: Teachers are still learning to navigate a new data tracking system and figuring out how to help students track their goals in a student friendly language.

School Processes & Programs
Problem Statement 1: Our OHI data says that our area of focus should be goal focus. Our staff is not clear on our campus goals.   **Root Cause**: The "mature closeness" within teams is more collegial, more relationship based than on commitment to school-wide goals.

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: MClass, MAP data, CBA, and STAAR data

Strategy 1 Details	Reviews			
Strategy 1: 100% of classrooms will utilize Reach and Respond at the beginning of school. 100% of classrooms will utilize the feedback board. There is a campus process to use patterns of response from Reach and Respond as an indicator of possible intervention need and follow up with the student's family. The utilization of the feedback boards acknowledges students and provides class-wide and school-wide celebrations and take minimal time away from instruction.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: 50 % decrease in office referrals. **Staff Responsible for Monitoring:** Admin and staff **Problem Statements:** Perceptions 1				

Strategy 2 Details	Reviews			
Strategy 2: Continue implementing the Emergent Tree Framework, Granger House System, and character-building to align with the district's commitment to fostering student well being . We will utilize the tools from the Emergent Tree training and Dan St. Romain to align our Wrangler Way expectations.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**May**
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:** Staff and Admin **Problem Statements:** School Processes & Programs 1				

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

Performance Objective 3 Problem Statements:

School Processes & Programs
Problem Statement 1: Our OHI data says that our area of focus should be goal focus. Our staff is not clear on our campus goals.   **Root Cause**: The "mature closeness" within teams is more collegial, more relationship based than on commitment to school-wide goals.
Perceptions
Problem Statement 1: We are seeing an increase of behaviors in our younger students.   **Root Cause**: Students come to us with a wide range of experiences 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 1: Recruit
2.1 Northwest ISD will have an unwavering commitment to attract and welcome high-quality staff.

    Evaluation Data Sources: School surveys, check ins, and OHI data.

Strategy 1 Details	Reviews			

Strategy 1: Each month staff will receive a calendar with fun celebrations and acknowledgements. It gives them something special to look forward to each week.
    Strategy's Expected Result/Impact: When teachers see that they are valued , appreciated, and supported the teacher attendance is higher which impacts student performance.
    Staff Responsible for Monitoring: Admin
 	
    Problem Statements: School Processes & Programs 1
	Formative			**Summative**

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

Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 1: Our OHI data says that our area of focus should be goal focus. Our staff is not clear on our campus goals. **Root Cause**: The "mature closeness" within teams is more collegial, more relationship based than on commitment to school-wide goals.

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: Staff Survey, check ins, and OHI data

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.	Formative			Summative
	Nov	Jan	Mar	May

Strategy's Expected Result/Impact: This will ensure retention of highly motivated staff members.
    Staff Responsible for Monitoring: Admin and staff
 	
    Problem Statements: School Processes & Programs 1				

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

Performance Objective 2 Problem Statements:

School Processes & Programs
Problem Statement 1: Our OHI data says that our area of focus should be goal focus. Our staff is not clear on our campus goals.   **Root Cause**: The "mature closeness" within teams is more collegial, more relationship based than on commitment to school-wide goals.

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: Staff surveys, OHI data, and check-ins

Strategy 1 Details			Reviews			
Strategy 1: This year's theme Team Granger...ALL In helps staff develop meaningful relationships with one another. We truly support one another personally and professionally. We have organized monthly social events for staff to foster personal relationships outside of school.			**Formative**			**Summative**
			Nov	**Jan**	**Mar**	**May**

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 and there is a belief in WE and not I.
     Staff Responsible for Monitoring: Admin and Staff
 	
     Problem Statements: School Processes & Programs 1						

Strategy 2 Details			Reviews			
Strategy 2: We will continue to have a behavior support team with campus representatives. This team is receiving district level training from Emergent Tree. This will give us tools to implement a campus wide behavior framework and conduct walks on campus to check for implementation.			**Formative**			**Summative**
			Nov	**Jan**	**Mar**	**May**

Strategy's Expected Result/Impact: 50% decrease in office referrals.
     Staff Responsible for Monitoring: Staff and Admin
 	
     Problem Statements: Perceptions 1						

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

Performance Objective 3 Problem Statements:

School Processes & Programs
Problem Statement 1: Our OHI data says that our area of focus should be goal focus. Our staff is not clear on our campus goals.   **Root Cause**: The "mature closeness" within teams is more collegial, more relationship based than on commitment to school-wide goals.
Perceptions
Problem Statement 1: We are seeing an increase of behaviors in our younger students.   **Root Cause**: Students come to us with a wide range of experiences 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.

    Evaluation Data Sources: Staff Surveys, Check Ins, Student Attendance, Community Attendance at school events, and OHI data

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, Reflections Art Night, Multi-cultural night, PurposeFULL people parent sessions, and Grade level performances.		**Formative**			**Summative**
		Nov	**Jan**	**Mar**	**May**

Strategy's Expected Result/Impact: Parent enrollment in PTA, volunteer hours, attendance of parents and community members at events
     Staff Responsible for Monitoring: Admin Team Staff
 	
     Problem Statements: Perceptions 1					

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

Performance Objective 1 Problem Statements:

Perceptions
Problem Statement 1: We are seeing an increase of behaviors in our younger students.   **Root Cause**: Students come to us with a wide range of experiences 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 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: Staff Surveys, Check Ins, Community involvement, and Attendance

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 an invited to a dinner and given a book to help them navigate technology with their young children.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**May**
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. **Staff Responsible for Monitoring:** All staff **Problem Statements:** Perceptions 1				
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue				

Performance Objective 2 Problem Statements:

Perceptions
Problem Statement 1: We are seeing an increase of behaviors in our younger students.   **Root Cause**: Students come to us with a wide range of experiences 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 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 and start the Guardians of Goodwill Program which supports our staff, students, and community.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**May**
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. **Staff Responsible for Monitoring:** staff and community members **Problem Statements:** Perceptions 1				

Strategy 2 Details	Reviews			
Strategy 2: Morning meetings will be aligned to our Wrangler Way expectations, Dan St. Romain lessons, and PurposeFull people. These lessons will be integrated throughout the day in all classes.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: 50% decrease in office referrals. **Staff Responsible for Monitoring:** Staff and Admin **Problem Statements:** Perceptions 1				

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

Performance Objective 3 Problem Statements:

Perceptions
Problem Statement 1: We are seeing an increase of behaviors in our younger students. **Root Cause**: Students come to us with a wide range of experiences needs.

Northwest Independent School District

Haslet Elementary

2024-2025 Campus Improvement Plan

Mission Statement

Core Beliefs

Kids come first.

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

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

Learning is influenced by environment.

Northwest ISD Vision

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

Northwest ISD Mission

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

Table of Contents

Comprehensive Needs Assessment

Demographics

Demographics Summary

White	Hispanic	African American	2 or More Races	Asian	Economically Disadvantaged	Special Education	504	Dyslexia	GT	EB	At-Risk	MTSS	Homeless
46%	20%	9%	6%	19%	18%	23%	4%	12%	6%	17%	27%	9%	1%

This year we have seen an increase in many of our demographics. Our economically disadvantaged, special education, Dyslexia and At-Risk percentages continue to grow multiple percentage points each year. Our Asian population has increased by 18% and our emergent bilingual percentages are increasing too.

Our student enrollment has went from 669 students in 2023-2024 to 736 students currently. Our community is growing and we have several new homes currently under construction.

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.

Problem Statement 2 (Prioritized): Students coming in to our school from outside the district and/or state are entering with more gaps than our returning Haslet students. **Root Cause:** There are differences in state expectations and how standards are assessed.

Student Learning

Student Learning Summary

2024 EOY mClass	K	1	2	3	4	5
% On/Above Reading Level	88%	78%	91%	83%	%	%
% Met Growth Projection	91%	61%	76%	64%	%	%

mClass was new to us last year. Teachers were learning processes for administering and we did not implement at the beginning of the year due to technical issues district wide. We are excited to see the growth this year, now that we are more familiar with the process.

STAAR Data	2023 3rd Grade Reading	2024 3rd Grade Reading	2023 4th Grade Reading	2024 4th Grade Reading	2023 5th Grade Reading	2024 5th Grade Reading
% Approaches and higher	82%	78%	84%	91%	86%	89%

Grade Level & Test	2023 3rd Grade Math	2024 3rd Grade Math	2023 4th Grade Math	2024 4th Grade Math	2023 5th Grade Math	2024 5th Grade Math
% Approaches and higher	78%	74%	73%	72%	83%	83%

Our reading percentages in 4th and 5th grade increased. Our 3rd grade reading scores decreased 4%. Looking at students growth over time, our 3rd grade students in 2023 grew by 9% passing rate in 2024 and our 4th grade students in 2023, grew by 5% passing rate in 2024.

Our math scores are lower than our reading scores and we decreased or maintained in each grade level. Our 4th grade students in 2023, showed growth as 5th graders in 2024 by 10% increase in the passing rate.

MAP Growth Data Spring 23- Spring 24

	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	5.8	7	11.1	12	7.0	6	5.9	7
Math	7.0	7	12.0	14	10.4	7	9.3	9

Our MAP data shows for the most part all students are growing beyond their expected growth measure.

Fourth grade reading and math did not meet their expected growth levels.

Student Learning Strengths

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

Our focus this last school year was to focus on explicit phonics instruction and small group instruction in K-2 to ensure we are building a strong foundation and filling gaps for students.

We focused on students writing across all graded levels and in all content areas. We believe this focus has helped us increase our scores in fourth and fifth grade reading.

We also worked to ensure all students are setting reading and math goals and monitoring their progress throughout the year on their goals.

Our campus has set a strong foundation with Emergent Tree. All grade levels utilize morning meetings. Reach and respond can be seen throughout the campus, addressing the social-emotional needs of our students. Our feedback boards are being utilized and connected to our core values.

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.

Problem Statement 2 (Prioritized): All students are not leaving the grade level at 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.

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: We utilize teacher committees to provide intentional opportunities for increased campus culture, support, and extracurriculars.

- Behavior Framework Committee-plans, models, and monitor our Behavior Framework and SEL implementation.
- Spirit Committee -celebrates & recognizes student achievements & growth & to recognize and celebrate diversity, build a positive campus culture, and welcome new families.
- Sunshine Committee - creates & celebrates a positive staff culture and helps all feel they are important to Haslet.
- Student Leadership Committee - empowering students throughout the school in different leadership capacities.

We have 1 full time MTSS interventionist to serve our At-Risk students.

We have 1 part time EB specialist to serve our Emergent Bilingual students.

We currently have one full time GATES teacher serving our gifted and talented students.

We have 3 full time reading interventionist trained in MTA to serve our Dyslexia students.

We have 4 full time Special Education teachers and 2 paraprofessionals to serve our special education students.

We serve students in our SLC and SEAC classroom.

We currently have 3 Pre-K classrooms.

Our counselor pulls specialized SEL focus groups weekly and plans monthly whole class activities. She supports teachers with Morning Meeting content that is utilized across the campus.

School Processes & Programs Strengths

- Ultimate book challenge, art club, running club, Choir, Instrument clubs, Coding Club, UIL, and DI have always had great participation.

- Every grade level sponsors a service-learning projects that our entire school actively participates in.
- 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 MTSS has developed a culture of OUR students, not MY student.
- We have a VERY active PTA, parent volunteers, and 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.

Our OHI data last year shows our strengths in communication at 89% and autonomy at 75%. This shows the staff know they have the freedom to fulfill their roles and responsibilities. We have open lines of communication and are transparent with the current state of the campus. Our areas for growth were in adaptation at 53% and innovativeness at 53%. Last year, the campus experienced a lot of changes. There were changes with leadership, staff, and student populations. All these changes could have impacted this score. The staff is still learning to adapt to their changing environments.

Perceptions Strengths

Our greatest strength, is families and staff feel we are working TOGETHER to support all students. Our PTA has achieved the "School of Excellence" Award.

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.

Our staff is a family who supports each other.

We had a strong OHI, which shows we have a healthy organization.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): According to our recent OHI survey, the staff does not feel they have the ability to tolerate stress and maintain stability while coping with demands of the environment.   **Root Cause:** Ensuring processes are in place to lower stressors of our continuously growing classrooms.

Priority Problem Statements

Problem Statement 1: Not all students are meeting or exceeding their expected growth.

Root Cause 1: Students are missing foundational skills, due to gaps in learning.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: All students are not leaving the grade level at expected proficiency.

Root Cause 2: 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 2 Areas: Student Learning

Problem Statement 3: Students coming in to our school from outside the district and/or state are entering with more gaps than our returning Haslet students.

Root Cause 3: There are differences in state expectations and how standards are assessed.

Problem Statement 3 Areas: Demographics

Problem Statement 4: According to our recent OHI survey, the staff does not feel they have the ability to tolerate stress and maintain stability while coping with demands of the environment.

Root Cause 4: Ensuring processes are in place to lower stressors of our continuously growing classrooms.

Problem Statement 4 Areas: Perceptions

Problem Statement 5: Some students struggle with owning their academic and social-emotional, and behavioral learning.

Root Cause 5: Rapid growth and changes in our campus population, has brought students with more diverse needs (not just academics).

Problem Statement 5 Areas: School Processes & Programs

Problem Statement 6: 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 6: The demographics at Haslet have changed over the past few years due to growth. New students have brought diverse needs & backgrounds.

Problem Statement 6 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.

> **Evaluation Data Sources:** mClass
> MAP
> Running Records
> Student Goal Trackers

Strategy 1 Details	Reviews			
Strategy 1: Grades K-2 will complete monthly running records to determine student reading levels and report it on their monthly data spreadsheet in the Data HUB by the end of every month. Grades 3-5 will report monthly for any student reading below grade level.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: All students will make a year's growth in their reading skills. **Staff Responsible for Monitoring:** Classroom teachers and administration **Problem Statements:** Student Learning 1, 2				

Strategy 2 Details	Reviews			
Strategy 2: Student progress in K-2 will be monitored using mClass Progress Monitoring sheets specific to grade levels, and linked in our Data HUB. These will be updated every 2 weeks for students that are well below in specific areas. Progress reviewed in PLC's.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: 90% of students in K-2 will show a year's growth in mClass. **Staff Responsible for Monitoring:** Classroom teachers and campus administration **Problem Statements:** Demographics 2 - Student Learning 1, 2				

Strategy 3 Details	Reviews			

Strategy 3: Grades 2-5, MAPS administered 3 times per year. Utilizing MAPS data to create small groups. PLC's held after beginning and middle administration for Data Dive and next steps.
   Strategy's Expected Result/Impact: 60% of students in grades 2-5 will meet their projected growth measure in MAP.
   Staff Responsible for Monitoring: Teachers
Haslet Administration
 	
   Problem Statements: Demographics 2 - Student Learning 1, 2 - School Processes & Programs 1
	Formative			**Summative**

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

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

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 2: Students coming in to our school from outside the district and/or state are entering with more gaps than our returning Haslet students.   **Root Cause**: There are differences in state expectations and how standards are assessed.

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.
Problem Statement 2: All students are not leaving the grade level at 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.

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 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: Small group instruction folder
Walkthrough Feedback Forms
Goal Setting Trackers
MAP Data
Math diagnostic data
mClass Data
STAAR

Strategy 1 Details	Reviews			
Strategy 1: Small group instruction is expected in math and reading for all classroom teachers. Schedules will be placed in the Small Group Instruction Folder linked in the Nest folder. Small groups will be formed based on data collection and individual student needs.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**May**

Strategy's Expected Result/Impact: 100% of classrooms will utilize small group instruction in Reading and Math and students will meet or exceed their expected year's growth,
     Staff Responsible for Monitoring: Teachers
 Haslet Admin
 	
     Problem Statements: Demographics 2 - Student Learning 1, 2				

Strategy 2 Details	Reviews			
Strategy 2: All students will set goals and have a method for tracking progress. Student goals are updated quarterly or after district wide assessments.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: 90% of students in K-2 will show a year's growth in mClass. 60% of students in grades 2-5 will meet their projected growth measure in MAP for reading and math. **Problem Statements:** Student Learning 1 - School Processes & Programs 1				

Strategy 3 Details		Reviews			
Strategy 3: All classrooms will utilize Learning Targets throughout each lesson. Students will be able to articulate what they are learning and their success criteria for the lesson.		**Formative**			**Summative**
		Nov	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: 100% of classrooms will utilize Learning Targets throughout each lesson so students own their learning. **Staff Responsible for Monitoring:** Teachers Haslet Admin **Problem Statements:** Student Learning 1, 2					

Strategy 4 Details		Reviews			
Strategy 4: K-1 Math diagnostics will be assessed three times per year and progress monitored on the grade level sheets in the Data HUB. Progress reviewed in PLC's and next steps determined for small group instruction. Grades 2-5, MAPS will be given 3 times per year - PLC's held after beginning and middle administration for Data Dive and next steps with small group instruction.		**Formative**			**Summative**
		Nov	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: 90% of students in K-1 will meet each diagnostic tasks. 60% of students in grades 2-5 will meet their projected growth measure in MAP. **Staff Responsible for Monitoring:** Teachers MTSS Interventionist Haslet Admin **Problem Statements:** Demographics 2 - Student Learning 1, 2					

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

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 2: Students coming in to our school from outside the district and/or state are entering with more gaps than our returning Haslet students.   **Root Cause**: There are differences in state expectations and how standards are assessed.

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.
Problem Statement 2: All students are not leaving the grade level at 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.

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.

Evaluation Data Sources: Emergent Tree data
Feedback boards

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.			**Formative**		**Summative**
		Nov	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Increased academic and personal growth. **Staff Responsible for Monitoring:** Counselor Behavior Framework Committee Classroom teachers Administration **Problem Statements:** Demographics 1 - School Processes & Programs 1					
0% No Progress 100% Accomplished Continue/Modify Discontinue					

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.

    Evaluation Data Sources: TMG Data
    Staff Retention

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).		**Formative**			**Summative**
Strategy's Expected Result/Impact: Positive campus culture and staff retention		**Nov**	**Jan**	**Mar**	**May**
Staff Responsible for Monitoring: ILT Haslet Admin					
Problem Statements: Perceptions 1					
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue					

Performance Objective 1 Problem Statements:

Perceptions
Problem Statement 1: According to our recent OHI survey, the staff does not feel they have the ability to tolerate stress and maintain stability while coping with demands of the environment.   **Root Cause**: Ensuring processes are in place to lower stressors of our continuously growing classrooms.

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.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**May**
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 MTSS Interventionist Sped team lead GT Teacher ELA & Math coaches **Problem Statements:** Perceptions 1				
0% No Progress 100% Accomplished ➡ Continue/Modify ✖ Discontinue				

Performance Objective 2 Problem Statements:

Perceptions
Problem Statement 1: According to our recent OHI survey, the staff does not feel they have the ability to tolerate stress and maintain stability while coping with demands of the environment. **Root Cause**: Ensuring processes are in place to lower stressors of our continuously growing classrooms.

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: Schedules
   PLC Data Folder
   Small Group Planning

Strategy 1 Details	Reviews			
Strategy 1: Provide teachers with additional PLC/planning time each quarter to allow for collaboration, professional learning, and small group planning.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Increased collective efficacy and student achievement. **Staff Responsible for Monitoring:** ILT Haslet Admin **Problem Statements:** Perceptions 1				
0% No Progress 100% Accomplished → Continue/Modify ✖ Discontinue				

Performance Objective 3 Problem Statements:

Perceptions
Problem Statement 1: According to our recent OHI survey, the staff does not feel they have the ability to tolerate stress and maintain stability while coping with demands of the environment. **Root Cause**: Ensuring processes are in place to lower stressors of our continuously growing classrooms.

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:** Events calendar
> WATCH DOG sign ups and participation

Strategy 1 Details	Reviews			
Strategy 1: Collaborate and partner with PTA to implement WatchDOG program and to plan engaging events for our families.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Increased community partnership. **Staff Responsible for Monitoring:** Haslet Admin **Problem Statements:** Demographics 1				

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

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Our school community is 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.

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: Haslet will be tracking the campus feedback board and documenting which grade levels/teachers are adding to the campus board. Continued practices of Reach and Respond in classrooms and morning meetings.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Our school wide feedback board will be filled 3 times in the 24-25 school year. **Staff Responsible for Monitoring:** Teachers CORE Committee Haslet Admin **Problem Statements:** Demographics 1 - School Processes & Programs 1				
0% No Progress 100% Accomplished → Continue/Modify ✖ Discontinue				

Performance Objective 2 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 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: Family involvement
Partnerships with community
Informational Opportunities
Nest News (Family Newsletter)

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.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Increased student academic achievement and well-being **Staff Responsible for Monitoring:** Counselor Haslet Admin **Problem Statements:** Demographics 1, 2 - Student Learning 1, 2 - School Processes & Programs 1				

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

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.
Problem Statement 2: Students coming in to our school from outside the district and/or state are entering with more gaps than our returning Haslet students.   **Root Cause**: There are differences in state expectations and how standards are assessed.

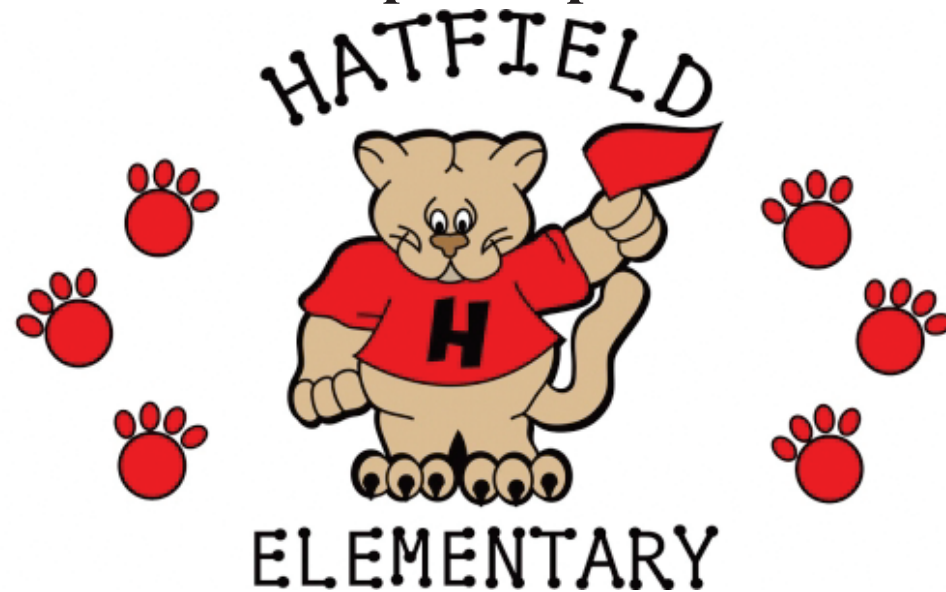| Student Learning |
|---|
| **Problem Statement 1**: Not all students are meeting or exceeding their expected growth.   **Root Cause**: Students are missing foundational skills, due to gaps in learning. |
| **Problem Statement 2**: All students are not leaving the grade level at expected proficiency.   **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. |

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

2024-2025 Campus Improvement Plan

Core Beliefs

Kids come first.

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

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

Learning is influenced by environment.

Northwest ISD Vision

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

Northwest ISD Mission

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

W.R. Hatfield Elementary School Vision

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

W.R. Hatfield Elementary School Mission

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

Table of Contents

Comprehensive Needs Assessment

Demographics

Demographics Summary

White	Hispanic	African American	2 or More Races	Asian	Economically Disadvantaged	Special Education	504	Dyslexia	GT	EB	At-Risk	MTSS	Homeless
36%	29%	17%	6 %	11%	27%	23%	3%	%	7%	19%	40%	%	1

Hatfield Elementary School is a Pre-Kindergarten through 5th grade campus, home to over 730 students and 80 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

2024 EOY mClass	K	1	2	3	4	5
% On/Above Reading Level	70%	74%	57%	46%	%	%
% Met Growth Projection	40%	65%	53%	46%	%	%

STAAR Data	2023 3rd Grade Reading	2024 3rd Grade Reading	2023 4th Grade Reading	2024 4th Grade Reading	2023 5th Grade Reading	2024 5th Grade Reading
% Approaches and higher	84%	71%	90%	87%	87%	87%

Grade Level & Test	2023 3rd Grade Math	2024 3rd Grade Math	2023 4th Grade Math	2024 4th Grade Math	2023 5th Grade Math	2024 5th Grade Math
% Approaches and higher	77%	72%	74%	63%	87%	85%

	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	16	14	12.8	9	9.7	7	7.6	4
Math	17	16	14.8	18	12.9	11	11.4	12

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: 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 (Prioritized): As the academic and social-emotional needs of our student population continue to diversify, we must ensure that our support systems match the needs of all students.   **Root Cause:** Students come to 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 (Prioritized): 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 core character traits: Compassion, Courage, Integrity, and Perseverance. 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: 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 2: Students come to Hatfield with a wide range of skill levels and school experiences that the staff must be prepared to respond to.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: 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 3: Staff members who do not subscribe to the engaging, energetic culture we are creating will be more likely to leave the district.

Problem Statement 3 Areas: School Processes & Programs

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- 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
- Federal Report Card and accountability 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
- 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
- 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
- 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
- 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

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Budgets/entitlements and expenditures data
- 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: 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.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**May**

Strategy's Expected Result/Impact: 80% of students reading on/above grade level by EOY
    Staff Responsible for Monitoring: Principal/AP
 	
    Problem Statements: Demographics 1				

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.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**May**

Strategy's Expected Result/Impact: 85% of students reading on/above grade level by EOY
    Staff Responsible for Monitoring: Principal/AP/MTSS Team
 	
    Problem Statements: Demographics 1 - Student Learning 2				

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

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.

Student Learning

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

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/ILT
 	
    Problem Statements: Demographics 1
		Formative			**Summative**

		Nov	Jan	Mar	May

Strategy 2 Details		Reviews			

Strategy 2: Use Compensatory Education funds to provide additional support to students who need to achieve greater than one year's growth to reach on-grade level performance
    Strategy's Expected Result/Impact: At-risk students who performed below grade level on various middle-of-year assessments will close the achievement gap by end of year.
    Staff Responsible for Monitoring: Principal/AP
 	
    Problem Statements: Demographics 1 - Student Learning 2
		Formative			**Summative**

		Nov	Jan	Mar	May

Strategy 3 Details		Reviews			

Strategy 3: 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: Demographics 1
		Formative			**Summative**

		Nov	Jan	Mar	May

Strategy 4 Details	Reviews			
Strategy 4: The Instructional Leadership Team will perform a quarterly quality review of a random sample of student Math Journals to ensure work completed during the Problem Solving Block is sufficiently challenging students.	**Formative**			**Summative**
Strategy's Expected Result/Impact: An increase in the number of students who are meeting their individual growth measure on the Math MAP **Staff Responsible for Monitoring:** Principal/AP/ILT **Problem Statements:** Demographics 1 - Student Learning 2	**Nov**	**Jan**	**Mar**	**May**

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

Performance Objective 2 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.

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

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
 	
Problem Statements: Student Learning 2
	Formative			**Summative**

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

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

Performance Objective 3 Problem Statements:

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

Goal 2: Northwest ISD will recruit, value, and retain 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 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.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Improved OHI and internal survey results. **Staff Responsible for Monitoring:** Principal/AP **Problem Statements:** School Processes & Programs 1				
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue				

Performance Objective 1 Problem Statements:

School Processes & Programs
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.

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.		**Formative**			**Summative**
		Nov	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Improved internal survey and OHI results **Staff Responsible for Monitoring:** Principal/AP **Problem Statements:** School Processes & Programs 1					
Strategy 2 Details		Reviews			
Strategy 2: Hatfield administration and the Instructional Leadership Team will present a quarterly State of the School address to the staff, highlighting student/staff accomplishments, progress toward campus goals, and a review of next steps.		**Formative**			**Summative**
		Nov	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Improved internal survey and OHI results **Staff Responsible for Monitoring:** Principal/AP/ILT **Problem Statements:** School Processes & Programs 1					
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue					

Performance Objective 2 Problem Statements:

School Processes & Programs
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.

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
 	
    Problem Statements: School Processes & Programs 1
		Formative			**Summative**

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

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

Performance Objective 3 Problem Statements:

School Processes & Programs
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.

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 & refine its WatchDOG program to encourage more male role models to volunteer on campus.			**Formative**		**Summative**
			Nov	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: An increased number of total WatchDOGS plus an increase in the average number of visits per volunteer **Staff Responsible for Monitoring:** Counselor						

Strategy 2 Details			Reviews		
Strategy 2: Hatfield administration, in partnership with the campus PTA, will plan and execute a literacy-themed event each quarter (Family Literacy Night, One School/One Book, Storybook Pumpkins, an author visit, and Northwest Reads). **Staff Responsible for Monitoring:** Principal/AP/Librarian			**Formative**		**Summative**
			Nov	**Jan**	**Mar**	**May**

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

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 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

Strategy 2 Details			Reviews			
Strategy 2: Hatfield will enhance its ongoing "House System" by introducing a "Big Cougar/Little Cougar" program in which older students are paired with younger students in a mentor-style relationship. Monthly Big-Little gatherings will be conducted to facilitate relationship-building. **Staff Responsible for Monitoring:** Principal/AP/Counselor			**Formative**			**Summative**
			Nov	Jan	Mar	May

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

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.			**Formative**			**Summative**
			Nov	**Jan**	**Mar**	**May**
Staff Responsible for Monitoring: Counselor						
Strategy 2 Details			**Reviews**			
Strategy 2: Hatfield will offer no fewer than four Parent University learning opportunities for our community to learn and share ideas about modern-day parenting challenges.			**Formative**			**Summative**
			Nov	**Jan**	**Mar**	**May**
Staff Responsible for Monitoring: Counselor						

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

Northwest Independent School District

Hughes Elementary School

2024-2025 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.

Table of Contents

Comprehensive Needs Assessment

Demographics

Demographics Summary

24-25 Demographic Data Section:

Demographic Section:

White	Hispanic	African American	2 or More Races	Asian	Economically Disadvantaged	Special Education	504	Dyslexia	GT	EB	At-Risk	MTSS	Homeless
42%	29%	17%	7%	6%	44 %	21 %	5.5%	7.5%	6.5%	11%	36%	13%	1

Hughes opened in 2005. Last year, we served around 675 students and this year we currently have 662 students.

Our campus has a PACEE, SLC, and ECSE classrooms with two classrooms of full day Pre-K. The majority of our 44 Pre-K students are 4, but we have a couple of students starting at 3 years old. Due to our specialized classrooms, 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 6 apartment complexes including Overlook Ranch, The Enclave, Lost Creek Ranch, The Holston, The Opal and The Churchill.

We are at 44% Economically Disadvantaged and achieved Title 1 status this year.

We have Honors Choir and Ukulele Club. We have a student led Earth Club and have been discussing starting an afterschool Chess Club and Esports Team. We have a Hughes Broadcast team,Coffee Bean Club, 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 Cabin Traits highlighted in our Cabin System and 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 month as a Professional Learning Community needs at least two days 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, 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. This year we were able to keep all our new Special Areas teachers and most of our staff returned. We hired one 2nd grade teacher due to retirement, one 3rd grade teacher due to a move, and 3 5th grade teachers due to promotion and move. We also added to our staff by one CIT, one Title 1 Interventionist, one Community in Schools, and one Admin Intern. Currently, we have 2 open SLC paraprofessional positions.

This year 100% of classrooms have Reach and Responds at every door, 100% of classrooms have Core Value Matrixes, and 100% of our classrooms have completed the Safe, Respectful, Responsible Skill Building work with Frayer models.

Hughes partners with a community non profit that provides snacks to our whole school community and Communities in Schools. Our PTA hosts several events throughout the year such as: Hughey Hustle, 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.
- Parent Engagement Committee for Title 1
- 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. Reach and Responds and committed BFT.
- Cabin System focused on Character Traits, Happy Visits, Positive Reinforcement with explicit feedback.
- Variety of events on campus throughout the entire year.
- Student Leadership Team
- Student Initiated Clubs- Coffee Bean, Kindness, and Green
- Communities in Schools and Behavior Support

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Several of our students that need higher levels of support academically and behaviorally have not been at Hughes more than 1 year. Students moving into our school have academic gaps that need intervention and time to fill and behavioral needs that take time to intervene and plan for. Some students have not had consistent schooling. **Root Cause:** Hughes serves 6 apartment complexes and rental properties that contribute to new families moving in and out.

Student Learning

Student Learning Summary

24-25 Student Learning Section:

Student Learning Section:

2024 EOY mClass	K	1	2	3	4	5
% On/Above Reading Level	68%	68%	71%	75%	N/A	N/A
% Met Growth Projection	78%	86%	88%	86%	N/A	N/A

1-3 almost hit the 90% campus goal of meeting 1 year's growth.

2 and 3- 70% are above 70% on/above reading level.

STAAR Data	2023 3rd Grade Reading	2024 3rd Grade Reading	2023 4th Grade Reading	2024 4th Grade Reading	2023 5th Grade Reading	2024 5th Grade Reading
% Approaches and higher	80%	81%	85%	83%	86%	86%

STAAR Grade Level & Test	2023 3rd Grade Math	2024 3rd Grade Math	2023 4th Grade Math	2024 4th Grade Math	2023 5th Grade Math	2024 5th Grade Math
% Approaches and higher	70%	80%	71%	79%	85%	83%

Scores were maintained and vertical path of students each year show increase. For example- Math 70%-79% from 3rd to 4th Math.

MAP Growth Data Spring 23- Spring 24

	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	16	16	12.5	12	9.6	7	7.7	6
Math	16.9	19	14.9	16	13	13	11.4	10

Reading- 2nd and 3rd met expected growth, 4th and 5th did not meet expected growth.

Math- 5th did not meet expected growth, all other exceeded or met expected growth.
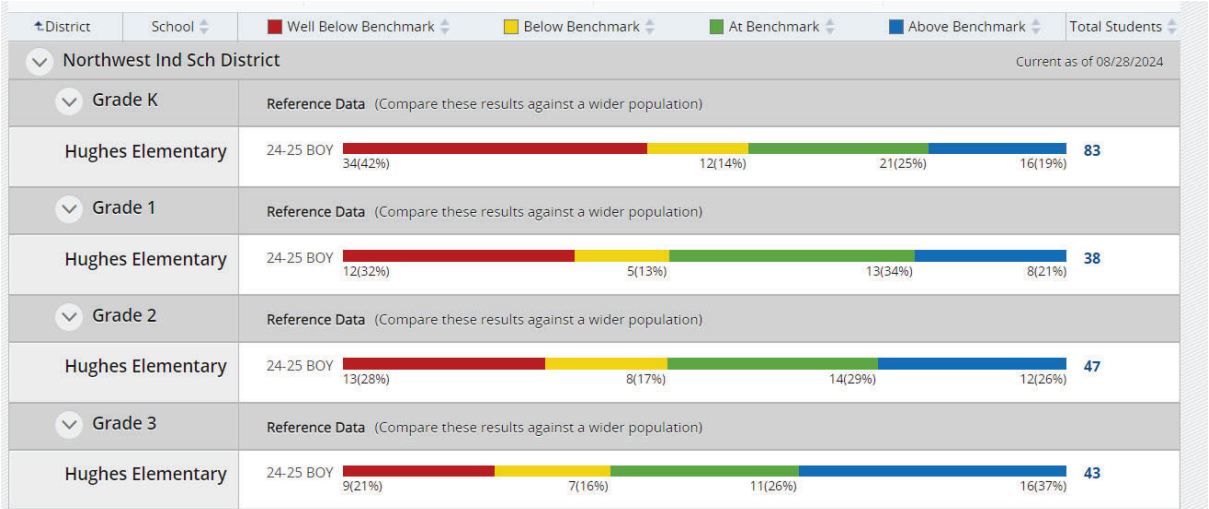
BOY 24-25
Kinder- 37/82 are above or on level in mClass
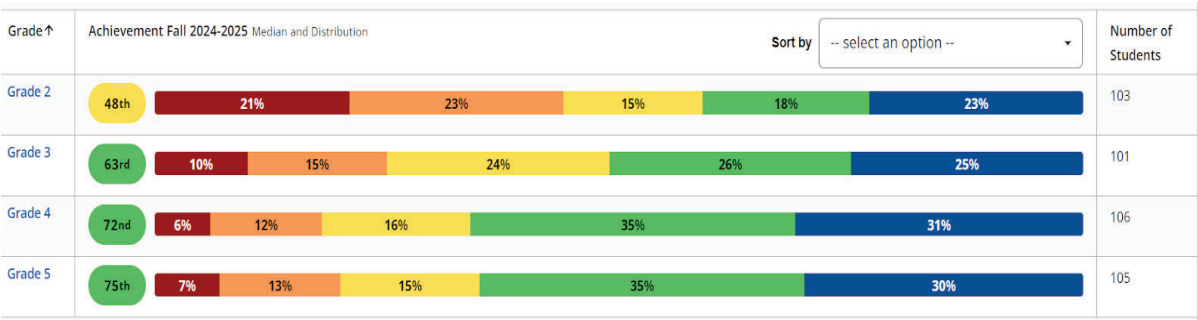*1st- One class has 50% above level*

2nd-Reading-18% well below, 18% below, 36% at level, 27% above level

Math -Numerical Representations are stronger that the other categories

3rd- Reading - 31% above level. That would be almost 90% passing rate

Math -Geometry and Measurement seem to be a strength

4th- Reading - only 6% are below grade level

Math - 4th grade only has 6% below

5th- Reading - very comparable to 4th grade

Math- Computations and Algebraic Reasoning is not as low as monetary transactions and geometry. I think it has to do with the vocabulary.

BOY 24-25

mClass

District	School	Well Below Benchmark	Below Benchmark	At Benchmark	Above Benchmark	Total Students
Northwest Ind Sch District						Current as of 08/28/2024
Grade K		Reference Data (Compare these results against a wider population)				
Hughes Elementary	24-25 BOY	34(42%)	12(14%)	21(25%)	16(19%)	83
Grade 1		Reference Data (Compare these results against a wider population)				
Hughes Elementary	24-25 BOY	12(32%)	5(13%)	13(34%)	8(21%)	38
Grade 2		Reference Data (Compare these results against a wider population)				
Hughes Elementary	24-25 BOY	13(28%)	8(17%)	14(29%)	12(26%)	47
Grade 3		Reference Data (Compare these results against a wider population)				
Hughes Elementary	24-25 BOY	9(21%)	7(16%)	11(26%)	16(37%)	43

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MAP: Math

Grade	Achievement Fall 2024-2025 Median and Distribution						Number of Students
		Sort by -- select an option --					
Grade 2	48th	21%	23%	15%	18%	23%	103
Grade 3	63rd	10%	15%	24%	26%	25%	101
Grade 4	72nd	6%	12%	16%	35%	31%	106
Grade 5	75th	7%	13%	15%	35%	30%	105

MAP Reading

Grade ↑	Achievement Fall 2024-2025 Median and Distribution	Sort by	-- select an option --	Number of Students
Grade 2	48th — 21% / 23% / 15% / 18% / 23%			103
Grade 3	63rd — 10% / 15% / 24% / 26% / 25%			101
Grade 4	72nd — 6% / 12% / 16% / 35% / 31%			106
Grade 5	75th — 7% / 13% / 15% / 35% / 30%			105

Percentiles Key ● 1st - 20th ● 21st - 40th ● 41st - 60th ● 61st - 80th ● >80th

Rostered Fall 2024-2025
Tested Fall 2024-2025

EOY 24

School	Well Below Benchmark	Below Benchmark	At Benchmark	Above Benchmark	Total Students
↳ Northwest Ind Sch District				Current as of 07/08/2024	
Grade K	Reference Data Reference Point: **District**				
	23-24 BOY	393(20%)	320(16%)	437(22%)	820(42%)	1970
	23-24 MOY	451(22%)	319(16%)	643(32%)	612(30%)	2025
	23-24 EOY	292(14%)	204(10%)	670(33%)	876(43%)	2042
Hughes Elementary	23-24 BOY	20(21%)	13(14%)	20(21%)	43(44%)	96
	23-24 MOY	23(24%)	15(15%)	38(39%)	21(22%)	97
	23-24 EOY	19(19%)	13(13%)	33(34%)	33(34%)	98
Grade 1	Reference Data Reference Point: **District**				
	23-24 BOY	429(20%)	362(17%)	676(31%)	692(32%)	2159
	23-24 MOY	645(30%)	337(15%)	650(29%)	574(26%)	2206
	23-24 EOY	373(17%)	249(11%)	632(29%)	940(43%)	2194
Hughes Elementary	23-24 BOY	34(31%)	15(14%)	24(22%)	35(33%)	108
	23-24 MOY	39(38%)	13(13%)	24(23%)	27(26%)	103
	23-24 EOY	20(19%)	13(13%)	78(77%)	43(41%)	104
Grade 2	Reference Data Reference Point: **District**				
	23-24 BOY	546(25%)	295(13%)	683(31%)	674(31%)	2198
	23-24 MOY	597(27%)	329(15%)	711(31%)	594(27%)	2231
	23-24 EOY	487(21%)	313(14%)	693(30%)	819(35%)	2312

Hughes Elementary	23-24 BOY	24(26%)	18(19%)	29(31%)	23(24%)	94
	23-24 MOY	24(25%)	19(20%)	31(33%)	21(22%)	95
	23-24 EOY	15(15%)	14(14%)	33(34%)	35(37%)	97

Grade 3	Reference Data Reference Point: **District**					
	23-24 BOY	496(23%)	386(18%)	598(27%)	713(32%)	2193
	23-24 MOY	634(29%)	327(15%)	683(30%)	574(26%)	2218
	23-24 EOY	597(26%)	331(15%)	429(19%)	916(40%)	2273
Hughes Elementary	23-24 BOY	17(16%)	9(9%)	36(35%)	42(40%)	104
	23-24 MOY	18(17%)	14(13%)	36(34%)	39(36%)	107
	23-24 EOY	17(16%)	10(9%)	19(18%)	62(57%)	108
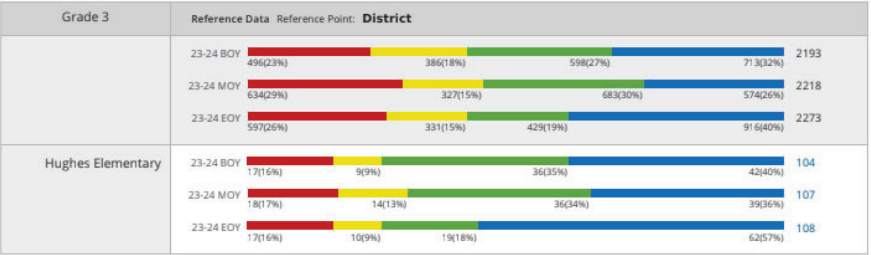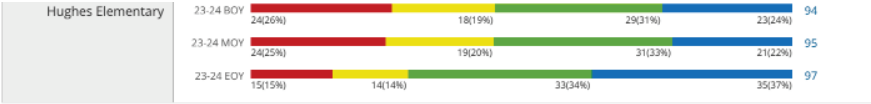
Organization	Administration	Tested Grade	STAAR - Reading					
			Tests Taken	Average Scale Score	Performance Levels			
					Did Not Meet	Approaches and Above	Meets and Above	Masters
J LYNDAL HUGHES EL	Spring 2024	3	108	1479	19% — 21 Tests	81% — 87 Tests	56% — 61 Tests	28% — 30 Tests
J LYNDAL HUGHES EL	Spring 2024	4	105	1594	17% — 18 Tests	83% — 87 Tests	61% — 64 Tests	34% — 36 Tests
J LYNDAL HUGHES EL	Spring 2024	5	116	1642	14% — 16 Tests	86% — 100 Tests	66% — 76 Tests	37% — 43 Tests

| Organization | Administration | Tested Grade | STAAR - Mathematics | | | S |
| | | | Tests | Average | Performance Levels | T |

			Taken	Scale Score	Did Not Meet	Approaches and Above	Meets and Above	Masters
J LYNDAL HUGHES EL	Spring 2024	3	107	1470	21% / 22 Tests	79% / 85 Tests	51% / 55 Tests	14% / 15 Tests
J LYNDAL HUGHES EL	Spring 2024	4	104	1589	22% / 23 Tests	78% / 81 Tests	52% / 54 Tests	20% / 21 Tests
J LYNDAL HUGHES EL	Spring 2024	5	115	1662	17% / 20 Tests	83% / 95 Tests	57% / 66 Tests	23% / 27 Tests

J Lyndal Hughes Elementary School

Math: Math K-12

		Comparison Periods						Growth		Growth Evaluated Against						
		Fall 2023			Spring 2024					Grade-Level Norms			Student Norms			
Grade (Spring 2024)	Total Number of Growth Events‡	Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
2	85	175.3	12.1	69	194.6	10.7	80	19	0.8	16.9	0.92	82	85	58	68	64
3	99	189.8	12.2	72	206.0	12.7	77	16	0.8	14.9	0.55	71	99	63	64	63
4	97	203.6	12.4	81	216.6	12.4	80	13	0.7	13.0	-0.01	50	97	54	56	58
5	107	211.6	15.4	70	221.1	15.9	61	10	0.7	11.4	-0.70	24	107	44	41	39

Math: Math K-12

Language Arts:
Reading

Grade (Spring 2024)	Total Number of Growth Events‡	Fall 2023			Spring 2024			Growth		Growth Evaluated Against						
										Grade-Level Norms			Student Norms			
		Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
2	85	172.2	15.4	66	188.5	13.7	66	16	1.2	16.0	0.11	54	85	48	56	52
3	100	190.1	14.7	79	202.3	13.7	76	12	0.9	12.5	-0.12	45	100	57	57	54
4	94	200.6	13.7	79	208.1	15.7	68	7	0.9	9.6	-0.91	18	94	48	51	50
5	108	207.1	15.8	72	212.9	14.9	61	6	0.8	7.7	-0.87	19	108	47	44	42

Language Arts: Reading
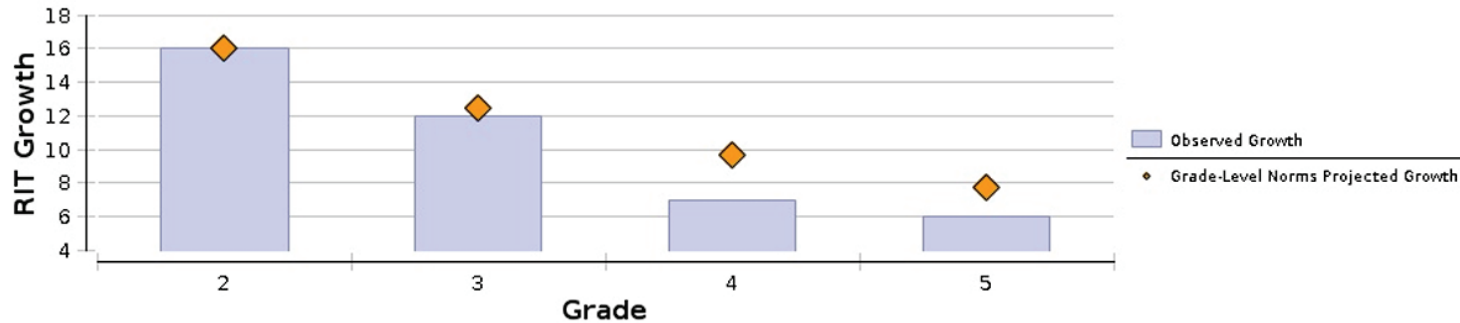
Student Learning Strengths

- Students in 3-5 Math and Reading on STAAR increased performance by at least 9% from year to year.
- Majority of students made one year's growth in Math and Reading from their BOY data.
- Small group instruction and intervention.
- Less students beginning in Tier III in 4th and 5th grade.
- 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.
- Multiple resources in K-2 for phonics instruction.
- Student learning board showed progression in writing from BOY to EOY in all grade levels.
- ILT and campus created tights and loose for academic alignment.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Students that begin the year below average in mClass remain below or well below even after they make significant progress throughout the year. Also, students that begin on level will also not show significant progress for the year even though they are on level. **Root Cause:** Teachers are learning more about the mClass assessments and what is required for student growth. MClass assessments monitor progress based on growth and academic ability which can cause a student to remain in a below area even if they are on level. Students that were above level remain above level with little gain. Students in Kindergarten have less experience in academic focused preschools.

School Processes & Programs

School Processes & Programs Summary

At Hughes our staff meets at least twice a week to progress monitor and plan. We also meet once a month to have a deep PLC and plan for differentiation and intervention. Each team also receives one full day of collaboration in the Fall and the Spring. 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. To enhance our explicit vocabulary, our teams meet vertically twice a semester to create implicit vocabulary lists based on the needs of the TEKS and on what students need most.

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, vertical vocabulary, universal expectations, 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. 100% of classrooms have Reach and Responds and Skill Building. 100% of classrooms have Brag Boards and we have a campus acknowledgement system in place.

Our campus Instructional Technology Support, CIT and Librarian will host lunch and learns and popcorn planning 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 for's.

Campus wide staff and student appreciation and recognition happen through Happy Visits, Cabin System, Celebration Meetings, Hawk Shout Outs, and Staff of the Month, Community Shout Outs, walkthrough notes with reinforcing feedback, goal setting discussions and check ins.

Extracurricular and Committees:

* Sunshine Committee

* Theme and Design Committee

* Broadcast Team

* Destination Imagination

* UIL Teams

* Student Leadership Team and Hughes Brews Coffee/Tea Cart

* Earth Club

*Coffee Bean Club

*Kindness Club

*Running Club

*Ukulele Club

*Choir

* Possible Chess and Esports

Support Services:

* 504

* CIT

*Communities in Schools

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

* MTSS Interventionist and Title 1 Interventionist

* MTA Specialists- Dyslexia

* Gifted and Talented

* Added another section of Pre K

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 continued and the theme of creating core memories.
- 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.
- Behavior Framework Team that leads campus behavioral initiatives and buy-in in all classrooms.
- Campus wide acknowledgement system with Happy Visits, Power Pom Poms and Cabin Days
- Whole school community service projects each 9 weeks.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): It is typically the same staff and parents that volunteer their time and talents to leading clubs, events, and campus activities. **Root Cause:** Campus efforts to increase Watchdogs and parent involvement that can support campus opportunities has not yet outweighed the outside of school commitments for staff and parents.

Perceptions

Perceptions Summary

Our Spring OHI survey showed that we had a 93% strength in Communication. Other notable areas were an increase in Adaptability and Problem Solving. All domains of the OHI showed growth except for Cohesiveness and Morale.

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 administrators 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.

Hughes is known as a welcoming, friendly, and home like atmosphere. We had less attrition this year. Kinder and 1st had no changes, 2nd has one new staff member due to retirement, 3rd has one new staff member due to move, 4th remained the same, and 5th had 3 new team members added with 2 promoted to EB Specialist within the district. We retained the majority of our staff and had less movement compared to several years prior.

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. Reach and Responds connections.
- Positive reinforcement happens through Brag Boards and Happy Visits.
- Campus and classroom newsletters are sent to parents weekly.
- More than 93% of the staff said communication was a strength.
- We have a welcoming environment, focused on families.
- Staff is invested in the school community and participates in engagement events.
- There is a universal understanding and commitment to the Hawk Creed and what it means to be a Hawk.
- There is strong participation in Spirit Fridays and Cabin System. School spirit and pride is high!

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Our Spring OHI showed that our campus was performing lower in the area of cohesiveness in comparison to the other domains. **Root Cause:**

Approaching 23-24, the campus lost 14 staff members to moves or opening another campus. Several teams had new team members and some had more than 1 new teammates. Teachers required more time for planning, and meeting the needs of students made time a necessity. Time was given to relieve teachers and not always able to be focused on relationship building.

Priority Problem Statements

Problem Statement 1: Several of our students that need higher levels of support academically and behaviorally have not been at Hughes more than 1 year. Students moving into our school have academic gaps that need intervention and time to fill and behavioral needs that take time to intervene and plan for. Some students have not had consistent schooling.

Root Cause 1: Hughes serves 6 apartment complexes and rental properties that contribute to new families moving in and out.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Students that begin the year below average in mClass remain below or well below even after they make significant progress throughout the year. Also, students that begin on level will also not show significant progress for the year even though they are on level.

Root Cause 2: Teachers are learning more about the mClass assessments and what is required for student growth. MClass assessments monitor progress based on growth and academic ability which can cause a student to remain in a below area even if they are on level. Students that were above level remain above level with little gain. Students in Kindergarten have less experience in academic focused preschools.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: It is typically the same staff and parents that volunteer their time and talents to leading clubs, events, and campus activities.

Root Cause 3: Campus efforts to increase Watchdogs and parent involvement that can support campus opportunities has not yet outweighed the outside of school commitments for staff and parents.

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: Our Spring OHI showed that our campus was performing lower in the area of cohesiveness in comparison to the other domains.

Root Cause 4: Approaching 23-24, the campus lost 14 staff members to moves or opening another campus. Several teams had new team members and some had more than 1 new teammates. Teachers required more time for planning, and meeting the needs of students made time a necessity. Time was given to relieve teachers and not always able to be focused on relationship building.

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 at least 4 times a week. Reading strategies such as vocabulary instruction and small group instruction and intervention will happen in 3-5 at least 3 times a week.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: 90% of 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 in all grade levels. **Staff Responsible for Monitoring:** Teachers, Admin, MTSS Interventionist, CIT, Special Education Support Teachers, MTA Specialists, Gifted and Talented Teachers, Counselor, ILT **Title I:** 2.4, 2.5, 2.6 **Problem Statements:** Demographics 1 - Student Learning 1				
Strategy 2 Details	**Reviews**			
Strategy 2: Every class with use learning targets with specific success criteria. The learning targets will also be used to focus on important academic vocabulary. The campus will use The 7 Strategies of Assessment for Learning specifically targeting Strategy 1 for the 24-25 school year.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Vertical support and alignment for academic vocabulary. **Staff Responsible for Monitoring:** CIT, Admin, ILT, Teachers **Title I:** 2.4, 2.5, 2.6				

Strategy 3 Details	Reviews			
Strategy 3: Implement campus wide vertical vocabulary alignment that explicitly uses and highlights vocabulary needed for academic success.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Students are able to understand and use common academic vocabulary Pre-K -5. Increase in comprehension when students are reading and writing. **Staff Responsible for Monitoring:** Whole campus **Title I:** 2.4, 2.5, 2.6 **Problem Statements:** Demographics 1 - Student Learning 1				

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

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Several of our students that need higher levels of support academically and behaviorally have not been at Hughes more than 1 year. Students moving into our school have academic gaps that need intervention and time to fill and behavioral needs that take time to intervene and plan for. Some students have not had consistent schooling. **Root Cause**: Hughes serves 6 apartment complexes and rental properties that contribute to new families moving in and out.

Student Learning
Problem Statement 1: Students that begin the year below average in mClass remain below or well below even after they make significant progress throughout the year. Also, students that begin on level will also not show significant progress for the year even though they are on level.   **Root Cause**: Teachers are learning more about the mClass assessments and what is required for student growth. MClass assessments monitor progress based on growth and academic ability which can cause a student to remain in a below area even if they are on level. Students that were above level remain above level with little gain. Students in Kindergarten have less experience in academic focused preschools.

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 and special programs classrooms (MTSS, MTA, Resource, PACEE and SLC) will goal set with students in Reading and Math and will support students monitoring their own progress.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**May**
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. Pride and celebration of personal academic growth. **Staff Responsible for Monitoring:** Classroom teachers,CIT, CIS, support staff, special education staff, admin, counselor **Title I:** 2.4, 2.6 **Problem Statements:** Demographics 1 - Student Learning 1				

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

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: Several of our students that need higher levels of support academically and behaviorally have not been at Hughes more than 1 year. Students moving into our school have academic gaps that need intervention and time to fill and behavioral needs that take time to intervene and plan for. Some students have not had consistent schooling. **Root Cause**: Hughes serves 6 apartment complexes and rental properties that contribute to new families moving in and out.

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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: Character trait instruction, daily morning meetings, and cabin system focused on Respect, Responsibility, Fairness, Caring, Trustworthiness, Honesty, Cooperation, and Kindness. Emergent Tree strategies will be implemented in 100% of classrooms focused on being Safe, Respectful, Responsible.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**May**
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. Decrease in behaviors that are not safe, respectful, or responsible. **Staff Responsible for Monitoring:** Whole Campus **Title I:** 2.5, 2.6 **Problem Statements:** Demographics 1				

Strategy 2 Details	Reviews			
Strategy 2: Hawk Market and Entrepreneur classes will be available to all students in the Spring. Student Leadership will supply, run, and manage Hughes Brews Coffee and Tea Cart. Communities in Schools will be focused on careers and opportunities- Future Fridays. We will hold 2 Career Weeks a year on campus.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: All students have the oppotunity to participate in creating, running, and managing their own businesses. Students expanding their ideas about their future and exploring what they may want to do. More exposure to less researched and known professions. Partnerships with community members. **Staff Responsible for Monitoring:** CIS, Counselor, Admin **Title I:** 2.5, 2.6, 4.2 **Problem Statements:** School Processes & Programs 1				

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

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 1: Several of our students that need higher levels of support academically and behaviorally have not been at Hughes more than 1 year. Students moving into our school have academic gaps that need intervention and time to fill and behavioral needs that take time to intervene and plan for. Some students have not had consistent schooling. **Root Cause**: Hughes serves 6 apartment complexes and rental properties that contribute to new families moving in and out.

School Processes & Programs
Problem Statement 1: It is typically the same staff and parents that volunteer their time and talents to leading clubs, events, and campus activities. **Root Cause**: Campus efforts to increase Watchdogs and parent involvement that can support campus opportunities has not yet outweighed the outside of school commitments for staff and parents.

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: Utilize 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.				**Formative**			**Summative**
				Nov	**Jan**	**Mar**	**May**
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. Goal setting using strengths and able to understand personal self care needs. **Staff Responsible for Monitoring:** Whole Campus **Problem Statements:** School Processes & Programs 1 - Perceptions 1							

Strategy 2 Details				Reviews			
Strategy 2: Commit time to provide all new staff with mentorship, professional development, learning walks, observations, and goal setting. Hold monthly meetings with new staff and campus mentors.				**Formative**			**Summative**
				Nov	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: New staff create relationships and build connections with the campus. Deeper understanding of the vision and mission of the campus. **Staff Responsible for Monitoring:** CIT, Mentors, Admin **Problem Statements:** Perceptions 1							

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

Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 1: It is typically the same staff and parents that volunteer their time and talents to leading clubs, events, and campus activities.   **Root Cause**: Campus efforts to increase Watchdogs and parent involvement that can support campus opportunities has not yet outweighed the outside of school commitments for staff and parents.

Perceptions

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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: All staff will participate in grade level and team Professional Learning Communities once a month and content planning twice a week. Each grade level will have a full day in the Fall and Spring for planning, assessment design, data analysis, and professional development.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**May**
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. Increase in cohesiveness, alignment, team efficacy, and student performance. **Staff Responsible for Monitoring:** CIT, Instructional Leadership Team, Campus Leadership Team, and Admin				
Problem Statements: Perceptions 1				

Strategy 2 Details	Reviews			
Strategy 2: Behavior Framework Team, Instructional Leadership Team, and Team Managers will collaborate once a month and focus on campus needs, progress, and next steps for behavior management, campus celebrations, academic and classrooms expectations, safety and procedures. Each team will provide feedback and professional development to their teams and the whole campus througout the year.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Clear and unified vision and mission. Leadership opportuniies for all staff. Increased buy in and ownership over campus intiatives. Cohesiveness and purpose for campus stakeholders. **Staff Responsible for Monitoring:** Counselor, Admin, TM, ILT, BFT				
Problem Statements: School Processes & Programs 1 - Perceptions 1				

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

Performance Objective 2 Problem Statements:

School Processes & Programs
Problem Statement 1: It is typically the same staff and parents that volunteer their time and talents to leading clubs, events, and campus activities. **Root Cause**: Campus efforts to increase Watchdogs and parent involvement that can support campus opportunities has not yet outweighed the outside of school commitments for staff and parents.

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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: Use Strengths Finder, weekly planning times, monthly PLCs, Celebration Meetings, Hawk Shout Outs, Staff of the Month, and monthly staff appreciation and engagement opportunities to value staff.			**Formative**		**Summative**
Strategy's Expected Result/Impact: Staff are valued and appreciated. **Staff Responsible for Monitoring:** Whole campus **Problem Statements:** Perceptions 1			**Nov**	**Jan**	**Mar**	**May**

Strategy 2 Details			Reviews		
Strategy 2: Hold Professional Development opportunities on campus at least once a quarter through lunch and learns, popcorn planning, goal setting and check in meetings, educamps, observations and classroom visits.			**Formative**		**Summative**
Strategy's Expected Result/Impact: Differentiated professional development opportunities for all staff. Practical strategies that can be used immediately to impact practice. Deep fun that builds relationships. Shared input and ideas to value and learn together. **Staff Responsible for Monitoring:** Instructional Tech, CIT, Counselor, Admin, Teachers **Title I:** 2.5, 2.6 **Problem Statements:** Student Learning 1 - Perceptions 1			**Nov**	**Jan**	**Mar**	**May**

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

Performance Objective 3 Problem Statements:

Student Learning
Problem Statement 1: Students that begin the year below average in mClass remain below or well below even after they make significant progress throughout the year. Also, students that begin on level will also not show significant progress for the year even though they are on level. **Root Cause**: Teachers are learning more about the mClass assessments and what is required for student growth. MClass assessments monitor progress based on growth and academic ability which can cause a student to remain in a below area even if they are on level. Students that were above level remain above level with little gain. Students in Kindergarten have less experience in academic focused preschools.

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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: Offer and advertise campus volunteer opportunities for parents and community members.		**Formative**			**Summative**
Strategy's Expected Result/Impact: An open and welcome school with engaged families and community support. **Staff Responsible for Monitoring:** Admin, PTA, Librarian, Social Media Rep, and Counselor		**Nov**	**Jan**	**Mar**	**May**
Title I: 4.2 **Problem Statements:** School Processes & Programs 1					
0% No Progress 100% Accomplished ➡ Continue/Modify ✖ Discontinue					

Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 1: It is typically the same staff and parents that volunteer their time and talents to leading clubs, events, and campus activities. **Root Cause**: Campus efforts to increase Watchdogs and parent involvement that can support campus opportunities has not yet outweighed the outside of school commitments for staff and parents.

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: Design and send parent and staff surveys to receive input and feedback on campus initiatives and procedures each semester.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Collective input and voice to guide campus decisions. **Staff Responsible for Monitoring:** Admin and Counselor **Title I:** 4.2 **Problem Statements:** Perceptions 1		**Nov**	**Jan**	**Mar**	**May**

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

Performance Objective 2 Problem Statements:

Perceptions
Problem Statement 1: Our Spring OHI showed that our campus was performing lower in the area of cohesiveness in comparison to the other domains. **Root Cause**: Approaching 23-24, the campus lost 14 staff members to moves or opening another campus. Several teams had new team members and some had more than 1 new teammates. Teachers required more time for planning, and meeting the needs of students made time a necessity. Time was given to relieve teachers and not always able to be focused on relationship building.

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 Communities in Schools Program, Watch Dogs, Title 1 Engagement Committee and Parent Engagement Committee.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Collective vision and mission to support the school and community culture. **Staff Responsible for Monitoring:** Counselor, CIS, and Admin **Title I:** 4.2 **Problem Statements:** School Processes & Programs 1	**Nov**	**Jan**	**Mar**	**May**

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

Performance Objective 3 Problem Statements:

School Processes & Programs
Problem Statement 1: It is typically the same staff and parents that volunteer their time and talents to leading clubs, events, and campus activities. **Root Cause**: Campus efforts to increase Watchdogs and parent involvement that can support campus opportunities has not yet outweighed the outside of school commitments for staff and parents.

Northwest Independent School District

Justin Elementary School

2024-2025 Campus Improvement Plan

Mission Statement

Justin Elementary, in partnership with parents and community,

will prepare students to voice their strengths,

apply future ready skills,

set and achieve goals,

and meet or exceed grade level expectations.

Vision

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

Core Beliefs

Kids come first.

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

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

Learning is influenced by environment.

Table of Contents

Comprehensive Needs Assessment

Demographics

Demographics Summary

2024-2025

White	Hispanic	African American	2 or More Races	Asian	Economically Disadvantaged	Special Education	504	Dyslexia	GT	EL	At-Risk	MTSS	Homeless
69.48%	19.72%	3.76%	5.16%	1.41%	25.04%	21.13%	5.79%	8.29%	6.73%	6.10%	27.07%	26%	.31%

Justin Elementary School is home to students in Pre-Kindergarten through 5th grade campus. The 2023-24 school year saw an enrollment of 639 students Pre-K- 5th grade.

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. Our current building does not support the growth in the area and a new school is being erected that will increase capacity to 850+ students.

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 23-24 economically disadvantaged group was at 25% of the population. The percentage of at-risk students was 27%.

The percentage of Gifted and Talented at JES is 6.73% of the student population which is in line with the US national average of 5 - 8% of the population. The number of dyslexia students was 8.29% and Special Education was 21.13%. Our Emergent Bilingual population is at 6.26%.

Demographics Strengths

Our students have strong capabilities.

The student body is diverse, with notable representation from Hispanic (19.72%), African American (3.76%), Two or More Races (5.16%), and Asian (1.41%) backgrounds. This diversity can enhance cultural learning and provide a rich environment for developing inclusive practices.

With 6.73% of students identified as Gifted and Talented, Justin Elementary aligns with the national average (5-8%). This indicates a balanced recognition of students' advanced learning needs.

At 21.13%, the school has a significant proportion of students receiving Special Education services. This demonstrates a strong commitment to providing support for students with diverse learning needs.

The school provides a range of support services, including MTSS (Multi-Tiered System of Support), 504 Plans, and services for dyslexia. This variety of support systems reflects a holistic approach to addressing students' academic and personal needs.

Located in a rapidly growing area with expanding business and residential properties, Justin Elementary is well-positioned to benefit from community development and increased engagement opportunities.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Due to our fast growth, we are facing academic challenges.   **Root Cause:** Rapid growth in student population can lead to overcrowding and stress on current facilities until the new school is completed.

Problem Statement 2: Due to our growth, we are experiencing staffing changes after school has begun.   **Root Cause:** Ensuring that the increased student population is adequately supported without compromising the quality of education or school services requires careful management.

Student Learning

Student Learning Summary

Student Learning Section:

2024 EOY mClass	K	1	2	3	4	5
% On/Above Reading Level	73%	82%	81%	62%	%	%
% Met Growth Projection	86%	84%	84%	75%	%	%

Our percentage of met growth projections in K-3 was equal to or higher than the district in all grades. K-2 was higher while 3rd was equal. We were higher than the district averages in 1-3 grade for kids reading on or above grade level. Kindergarten was 6 percentage points lower than the district.

STAAR Data	2023 3rd Grade Reading	2024 3rd Grade Reading	2023 4th Grade Math	2024 4th Grade Math	2023 5th Grade Reading	2024 5th Grade Reading
% Approaches and higher	82%	82%	78%	75%	82%	80%

Grade Level & Test	2023 3rd Grade Math	2024 3rd Grade Math	2023 4th Grade Math	2024 4th Grade Math	2023 5th Grade Math	2024 5th Grade Math
% Approaches and higher	78%	75%	70%	59%	88%	70%

The percentage of students meeting or exceeding the "Approaches" level in 3rd grade Reading remained constant from 2023 to 2024. This indicates stable performance in this subject across these years. There was a slight decrease in the percentage of students meeting or exceeding the "Approaches" level in 4th grade Math from 2023 to 2024. This decrease of 3 percentage points might suggest a small decline in performance or potential changes in assessment difficulty or curriculum. Similar to the 4th grade Math results, the percentage of students meeting or exceeding the "Approaches" level in 5th grade Reading decreased from 82% to 80%. This drop of 2 percentage points is relatively small but could indicate a slight decline in performance or other influencing factors.

In Math, there was a slight decline of 3 percentage points in the percentage of students meeting or exceeding the "Approaches" level in 3rd grade Math from 2023 to 2024. This suggests a small decrease in performance. There was a significant decline of 11 percentage points in the percentage of students meeting or exceeding the "Approaches" level in 4th grade Math from 2023 to 2024. This is a notable drop and may indicate a substantial issue with either changes in the curriculum, instruction, or assessment. The percentage of students meeting or exceeding the "Approaches" level in 5th grade Math decreased significantly by 18 percentage points. This is the largest drop among the grades tested and could indicate serious issues with performance, instructional changes, or other factors impacting students.

MAP Growth Data Spring 23- Spring 24

	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	16	17	12.6	11	9.8	7	7.7	4

	2 Expected Growth	2 Observed Growth	3 Expected Growth	3 Observed Growth	4th Expected Growth	4th Observed Growth	5th Expected Growth	5th Grade Observed Growth
Math	16.9	17	14.9	16	12.9	13	11.3	7

In 2-4 grade math, our observed growth is higher than our expected growth. This goes down in 5th grade in math. For reading, our 2nd grade is the only grade that showed a higher observed growth that expected. Both 2nd and 3rd grades showed better-than-expected performance in Reading and Math, indicating strong growth in these grades. The largest gaps between observed and expected growth are in 4th and 5th grades, particularly in Reading for 5th grade and Math for 5th grade. These significant shortfalls suggest potential issues that need addressing.

Student Learning Strengths

The percentage of students meeting their growth projections is consistently strong across grades K-3, with rates of 86% in Kindergarten, 84% in 1st and 2nd grades, and 75% in 3rd grade. These figures are equal to or higher than the district averages, indicating effective instructional practices and successful student progress.

The percentage of students reading on or above grade level is notably high in grades 1-3, with 82% in 1st grade and 81% in 2nd grade, and slightly higher than the district averages. This suggests effective reading instruction and a strong foundation in early literacy skills.

In grades 1-3, Justin Elementary's percentage of students reading on or above grade level surpasses the district averages. This reflects positively on the school's reading programs and instructional strategies.

The school's Kindergarten and 1st grade students have shown particularly strong results in meeting growth projections and performing on or above reading level, with percentages of 86% and 82%, respectively. This demonstrates effective early literacy interventions and teaching strategies.

The data indicates that the school has maintained strong growth in early grades (K-3), which is critical for building a solid foundation for future academic success. The consistent performance across these grades shows a robust and effective approach to early literacy instruction.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): With the additional of new staff to campus comes a need to focus on strong Tier I instruction and really understanding the TEKS in a deep way.
 Root Cause: Our staff needs to have a clear understanding of the Curriculum and TEKS to deliver solid Tier I instruction focused on growth.

School Processes & Programs

School Processes & Programs Summary

- We are growing our instructional leadership team to make campus based decisions and lead campus PLC's. The committee is comprised of a grade level representative from each grade, the campus counselor, AP, Principal, Librarian, SPED representative, and MTSS Interventionist.
- We have implemented a rotating Thursday schedule where the faculty meet once a month as a large group, committees meet, early career teachers meet, and Vertical PLC's meet.
- We are all committed to using the Positive Behavior Framework this year.
- A big focus will be on Tier I instruction.

School Processes & Programs Strengths

With the change of leadership and so many new teachers this year, Justin is poised to build a strong culture built on our shared values.

There is a strong sense of community in our building.

We have consistent routines across grade levels and the building to support students.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Our OHI survey shows cohesion and communication as being areas we need to grow and improve.   **Root Cause:** Poorly defined or inconsistent communication channels can result in important information being missed or misinterpreted, leading to misunderstandings and reduced cohesion.

Perceptions

Perceptions Summary

A staff survey was conducted in the Spring of 2024. The results are summarized below.

Key Takeaways from the Survey:

1. Positive Aspects of Justin Elementary:

    ◦ Strong sense of community and family atmosphere.

    ◦ Appreciation for the small-town feel within a growing district.

    ◦ Supportive staff and camaraderie among colleagues.

    ◦ Dedication to students' academic and personal growth.

    ◦ Passion for teaching and making a positive impact on students' lives.

2. Areas for Improvement:

    ◦ Concerns about declining staff morale and the need to revive traditions.

    ◦ Desire for more consistent communication, procedures, and behavior expectations.

    ◦ Support needed for behavior intervention and academic resources.

    ◦ Importance of follow-through on decisions and expectations.

3. Personal Insights:

    ◦ Staff members are passionate, dedicated, and committed to their students' success.

    ◦ Many value clear communication, organization, and accountability.

    ◦ Personal connections and relationships with students are highly valued.

    ◦ Desire for more support and resources to enhance teaching effectiveness.

4. Expectations for Leadership:

    ◦ Desire for supportive, communicative, and proactive leadership.

    ◦ Importance of clear expectations, accountability, and follow-up.

    ◦ Need for leaders who prioritize staff well-being, morale, and work-life balance.

- ◦ Openness to new ideas, collaboration, and fostering a positive work environment

A parent survey was conducted with both returning and incoming parents. Some of the results are listed below.

How many years have you been a parent at Justin Elementary?
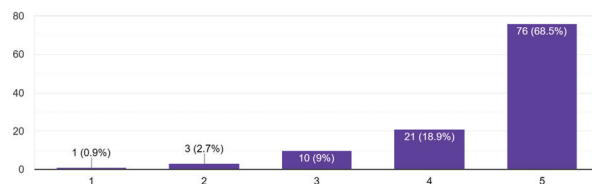118 responses

- This is our first year
- 2nd year
- 3rd year
- 4th year
- 5th year
- more than 5 years

21.2%
30.5%
15.3%
19.5%
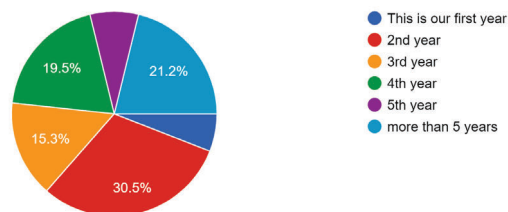
My child is safe at school
111 responses

0 (0%) — 1
4 (3.6%) — 2
14 (12.6%) — 3
39 (35.1%) — 4
54 (48.6%) — 5
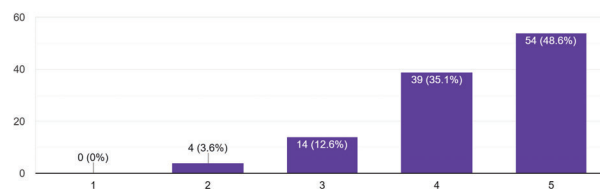
I feel welcome in my child's school
111 responses

1 (0.9%) — 1
3 (2.7%) — 2
10 (9%) — 3
21 (18.9%) — 4
76 (68.5%) — 5

I feel my child's teachers have cared about their wellbeing
111 responses

79 (71.2%)

3 (2.7%) 3 (2.7%)

8 (7.2%)

18 (16.2%)

| | 1 | 2 | 3 | 4 | 5 |
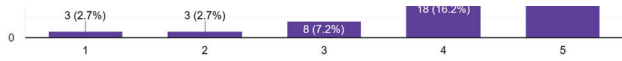
The school is warm and inviting
111 responses

- 72 (64.9%)
- 25 (22.5%)
- 9 (8.1%)
- 3 (2.7%)
- 2 (1.8%)
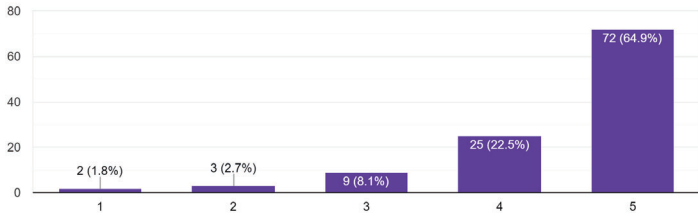
I feel connected to my child's school.
111 responses

- 59 (53.2%)
- 24 (21.6%)
- 17 (15.3%)
- 7 (6.3%)
- 4 (3.6%)
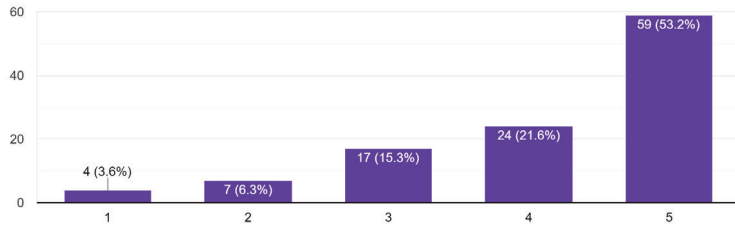
My child feels connected at school
111 responses

- 60 (54.1%)
- 32 (28.8%)
- 13 (11.7%)
- 3 (2.7%)
- 3 (2.7%)
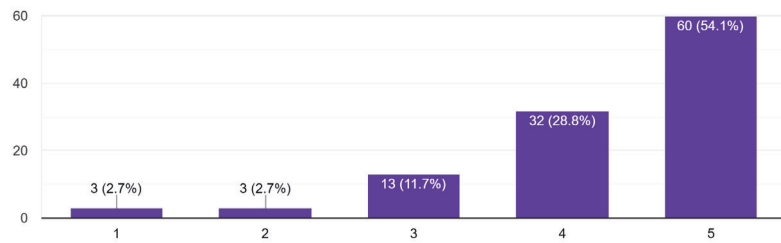
Results indicate the majority of parents feel safe, comfortable and know their teacher cares. There are some who still do not feel that way and we want to investigate further why that may not be the case.

Perceptions Strengths

The staff at Justin Elementary have a strong sense of community and family atmosphere.

They have an appreciation for the small-town feel within a growing district.

They feel supported and camaraderie among colleagues.

They are dedicated to students' academic and personal growth.

They have a passion for teaching and making a positive impact on students' lives.

83% of parents feel their child is safe at school.

86% of parents say they feel welcome at school.

87% of parents say teachers care about their child's wellbeing.

82% say their child feels connected at school.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Parents feel communication is an area we need to grow in.   **Root Cause:** Parents may feel they're not receiving enough updates about their child's progress, school events, or changes in curriculum, leading to a disconnect.

Priority Problem Statements

Problem Statement 1: Due to our fast growth, we are facing academic challenges.

Root Cause 1: Rapid growth in student population can lead to overcrowding and stress on current facilities until the new school is completed.

Problem Statement 1 Areas: Demographics

Problem Statement 2: With the additional of new staff to campus comes a need to focus on strong Tier I instruction and really understanding the TEKS in a deep way.

Root Cause 2: Our staff needs to have a clear understanding of the Curriculum and TEKS to deliver solid Tier I instruction focused on growth.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Our OHI survey shows cohesion and communication as being areas we need to grow and improve.

Root Cause 3: Poorly defined or inconsistent communication channels can result in important information being missed or misinterpreted, leading to misunderstandings and reduced cohesion.

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: Parents feel communication is an area we need to grow in.

Root Cause 4: Parents may feel they're not receiving enough updates about their child's progress, school events, or changes in curriculum, leading to a disconnect.

Problem Statement 4 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- Performance Objectives with summative review (prior year)
- 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
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Federal Report Card and accountability 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
- 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
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

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

Employee Data

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

Parent/Community Data

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

Support Systems and Other Data

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

Goals

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: Implement the Million Minute Reading Challenge across the school to support literacy and reading.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase the number of students performing at or above grade level by at least 5% across all grade levels as measured on EOY MAP, EOY mClass, and EOY STAAR.		**Nov**	**Jan**	**Mar**	**May**
Staff Responsible for Monitoring: Librarian, Admin					
Problem Statements: Student Learning 1					

Strategy 2 Details		Reviews			
Strategy 2: Target instruction in small groups to close gaps in students performance.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase the number of students performing at or above grade level by at least 5% across all grade levels as measured on EOY MAP, EOY mClass, and EOY STAAR.		**Nov**	**Jan**	**Mar**	**May**
Staff Responsible for Monitoring: Teachers, Admin					
Problem Statements: Student Learning 1					

Strategy 3 Details		Reviews			
Strategy 3: Intentionally plan in grade levels to address the how and why of the lesson, especially for new team members.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase the number of students performing at or above grade level by at least 5% across all grade levels as measured on EOY MAP, EOY mClass, and EOY STAAR.		**Nov**	**Jan**	**Mar**	**May**
Staff Responsible for Monitoring: ILT, Admin					
Problem Statements: Student Learning 1					

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

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: With the additional of new staff to campus comes a need to focus on strong Tier I instruction and really understanding the TEKS in a deep way. **Root Cause**: Our staff needs to have a clear understanding of the Curriculum and TEKS to deliver solid Tier I instruction focused on growth.

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: Provide ongoing comprehensive training and feedback on how to write and implement learning targets.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase the number of students performing at or above grade level by at least 5% across all grade levels as measured on EOY MAP, EOY mClass, and EOY STAAR. **Staff Responsible for Monitoring:** Admin, ILT **Problem Statements:** Student Learning 1		**Nov**	**Jan**	**Mar**	**May**

Strategy 2 Details		Reviews			
Strategy 2: Identify the 5 lowest TEKS in Reading and Math and design targeted instruction to address these areas in each grade level.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase the number of students performing at or above grade level by at least 5% across all grade levels as measured on EOY MAP, EOY mClass, and EOY STAAR. **Staff Responsible for Monitoring:** ILT, Admin **Problem Statements:** Demographics 1 - Student Learning 1		**Nov**	**Jan**	**Mar**	**May**

Strategy 3 Details		Reviews			
Strategy 3: Assess the current level of participation in PLCs and the frequency of quarterly evaluations.		**Formative**			**Summative**
Strategy's Expected Result/Impact: 100% of grade level teams will conduct quarterly reviews of data to determine high and low students in reading and math. **Staff Responsible for Monitoring:** ILT **Problem Statements:** Demographics 1		**Nov**	**Jan**	**Mar**	**May**

Strategy 4 Details	Reviews			
Strategy 4: Model protocols in the Instructional Leadership Team meetings to then be used in grade level PLC's for data analysis.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: 100% of grade level teams will conduct quarterly reviews of data to determine high and low students in reading and math. **Staff Responsible for Monitoring:** Admin, ILT **Problem Statements:** Student Learning 1				

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

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: Due to our fast growth, we are facing academic challenges.   **Root Cause**: Rapid growth in student population can lead to overcrowding and stress on current facilities until the new school is completed.
Student Learning
Problem Statement 1: With the additional of new staff to campus comes a need to focus on strong Tier I instruction and really understanding the TEKS in a deep way.   **Root Cause**: Our staff needs to have a clear understanding of the Curriculum and TEKS to deliver solid Tier I instruction focused on growth.

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: Conduct quarterly positive behavior framework walkthroughs by the Positive Behavior Framework Team.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase our 3:1 ratio of acknowledgment from 15% to 50% as indicated by the classroom completion of brag boards and increase our core value visuals in the classroom from 30% to 80%. **Staff Responsible for Monitoring:** Positive Behavior Framework Team and Admin **Problem Statements:** School Processes & Programs 1		**Nov**	**Jan**	**Mar**	**May**

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

Performance Objective 3 Problem Statements:

School Processes & Programs
Problem Statement 1: Our OHI survey shows cohesion and communication as being areas we need to grow and improve. **Root Cause**: Poorly defined or inconsistent communication channels can result in important information being missed or misinterpreted, leading to misunderstandings and reduced cohesion.

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: Conduct Monthly Check-ins with 0-5 year teachers to support their needs.			**Formative**			**Summative**
Strategy's Expected Result/Impact: 100% of our first year to Northwest ISD staff will participate in monthly meetings to ensure they are welcome, being heard, and supported.			**Nov**	**Jan**	**Mar**	**May**
Staff Responsible for Monitoring: Principal, AP, and Mentor Coordinator						
Problem Statements: Demographics 1						
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue						

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Due to our fast growth, we are facing academic challenges.   **Root Cause**: Rapid growth in student population can lead to overcrowding and stress on current facilities until the new school is completed.

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: 100% of grade level teams will conduct quarterly reviews of data to determine high and low students in reading and math.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Students will be identified early and monitored for progress. **Staff Responsible for Monitoring:** ILT		**Nov**	**Jan**	**Mar**	**May**
Problem Statements: Student Learning 1					
Strategy 2 Details		**Reviews**			
Strategy 2: Create the heart of the Jaguar award to be handed out to staff quarterly. This is a peer nomination.		**Formative**			**Summative**
Strategy's Expected Result/Impact: By the end of the 24-25 school year, increase our OHI morale bottom 1/3 to 25% to decrease the gap between the top 1/3 and bottom 1/3 . **Staff Responsible for Monitoring:** Admin		**Nov**	**Jan**	**Mar**	**May**
Problem Statements: School Processes & Programs 1					

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

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 1: With the additional of new staff to campus comes a need to focus on strong Tier I instruction and really understanding the TEKS in a deep way. **Root Cause**: Our staff needs to have a clear understanding of the Curriculum and TEKS to deliver solid Tier I instruction focused on growth.
School Processes & Programs
Problem Statement 1: Our OHI survey shows cohesion and communication as being areas we need to grow and improve. **Root Cause**: Poorly defined or inconsistent communication channels can result in important information being missed or misinterpreted, leading to misunderstandings and reduced cohesion.

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: To increase communication among staff, weekly news will be sent to staff with important dates and upcoming events.				**Formative**			**Summative**
Strategy's Expected Result/Impact: By the end of the 24-25 school year, Increase our OHI communication bottom 1/3 to 25% to decrease the gap between the top 1/3 and bottom 1/3 . **Staff Responsible for Monitoring:** Admin, ILT **Problem Statements:** School Processes & Programs 1				**Nov**	**Jan**	**Mar**	**May**
Strategy 2 Details				**Reviews**			
Strategy 2: Design and implement a regular feedback loop to ensure communication is clear and concise.				**Formative**			**Summative**
Strategy's Expected Result/Impact: By the end of the 24-25 school year, Increase our OHI communication bottom 1/3 to 25% to decrease the gap between the top 1/3 and bottom 1/3 . **Staff Responsible for Monitoring:** Admin **Problem Statements:** School Processes & Programs 1 - Perceptions 1				**Nov**	**Jan**	**Mar**	**May**

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

Performance Objective 3 Problem Statements:

School Processes & Programs
Problem Statement 1: Our OHI survey shows cohesion and communication as being areas we need to grow and improve.   **Root Cause**: Poorly defined or inconsistent communication channels can result in important information being missed or misinterpreted, leading to misunderstandings and reduced cohesion.
Perceptions
Problem Statement 1: Parents feel communication is an area we need to grow in.   **Root Cause**: Parents may feel they're not receiving enough updates about their child's progress, school events, or changes in curriculum, leading to a disconnect.

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: Design and send frequent surveys to staff and families to ensure engagement and community.		**Formative**			**Summative**
Strategy's Expected Result/Impact: By the end of the 24-25 school year, Increase our OHI communication bottom 1/3 to 25% to decrease the gap between the top 1/3 and bottom 1/3 .	**Nov**	**Jan**	**Mar**	**May**
Staff Responsible for Monitoring: Admin					
Problem Statements: Perceptions 1					

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

Performance Objective 1 Problem Statements:

Perceptions
Problem Statement 1: Parents feel communication is an area we need to grow in.   **Root Cause**: Parents may feel they're not receiving enough updates about their child's progress, school events, or changes in curriculum, leading to a disconnect.

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: Reach and respond will be used to gather data on how our students are doing. Teachers will check in on students who are consistently indicating unfavorable responses.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Increase our 3:1 ratio of acknowledgment from 15% to 50% as indicated by the classroom completion of brag boards and increase our core value visuals in the classroom from 30% to 80%. **Staff Responsible for Monitoring:** Positive Behavior Response Team **Problem Statements:** Demographics 1				
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue				

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: Due to our fast growth, we are facing academic challenges.   **Root Cause**: Rapid growth in student population can lead to overcrowding and stress on current facilities until the new school is completed.

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: Increase communication with staff to ensure they are informed in a timely manner.			**Formative**			**Summative**
Strategy's Expected Result/Impact: By the end of the 24-25 school year, Increase our OHI communication bottom 1/3 to 25% to decrease the gap between the top 1/3 and bottom 1/3 .			**Nov**	**Jan**	**Mar**	**May**
Staff Responsible for Monitoring: Admin, staff						
Problem Statements: School Processes & Programs 1						

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

Performance Objective 3 Problem Statements:

School Processes & Programs
Problem Statement 1: Our OHI survey shows cohesion and communication as being areas we need to grow and improve.   **Root Cause**: Poorly defined or inconsistent communication channels can result in important information being missed or misinterpreted, leading to misunderstandings and reduced cohesion.

Northwest Independent School District

Lakeview Elementary School

2024-2025 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

White	Hispanic	African American	2 or More Races	Asian	Economically Disadvantaged	Special Education	504	Dyslexia	GT	EB	At-Risk	MTSS	Homeless
71%	14%	1.4%	5%	9%	6%	24%	5%	9%	13%	6%	20%	10%	.2%

Lakeview Elementary is located in Trophy Club, Texas with a population of 488 students. We provide services for one PreK unit, 3 Kindergarten sections, and four sections of 1st, 2nd, 3rd, 4th, and 5th grade. In addition, we also serve one ECSE unit, one SLC unit, and one section of Art, Music, and PE. Lakeview provides services for students needing specialized instruction (Gifted & Talented, Dyslexia, ELL, Special Education, and 504). Our staff consists of 27 General Education Teachers, 5 Special Education Teachers, 1 GT Specialist, 2 Dyslexia Specialists, 1 Interventionist, 1 Librarian, 1 Counselor, 2 Speech Pathologists (they share the role), 1 Diagnostician, 1 Nurse, 10 Paraprofessionals, 1 Shared Behavior Interventionist, and 1 Assistant Principal.

Our demographics have gradually changed over time, specifically showing an increase among our Hispanic, 2 or more races, Asian, Special Education, Dyslexia, EL, and At-Risk community.

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 review data in order to 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.

Our student and staff population allow us to work closely together, often sharing the responsibility of all students. For this reason, we have a well-tenured staff with whom have grown in leadership and efficacy over the years. We have had to hire fifteen new staff members due to teachers retiring, resigning, or transferring to be closer to home. However, due to our veteran teachers and strong sense of community, our new teachers are settling in nicely.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Students who are at-risk, special education, and 504 are performing below expectations on state and district assessments. **Root Cause:** Students who have instructional gaps and struggle with grade level content need relevant & tiered tasks to challenge them at their academic level.

Student Learning

Student Learning Summary

2024 EOY mClass	K	1	2	3	4	5
% On/Above Reading Level	87%	67%	67%	69%	%	%
% Met Growth Projection	88%	71%	79%	80%	%	%

STAAR Data	2023 3rd Grade Reading	2024 3rd Grade Reading	2023 4th Grade Reading	2024 4th Grade Reading	2023 5th Grade Reading	2024 5th Grade Reading
% Approaches and higher	91%	95%	97%	94%	100%	95%

Grade Level & Test	2023 3rd Grade Math	2024 3rd Grade Math	2023 4th Grade Math	2024 4th Grade Math	2023 5th Grade Math	2024 5th Grade Math
% Approaches and higher	88%	95%	92%	90%	99%	93%

MAP Growth Data Spring 23- Spring 24

	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	15.5	19	10.3	12	6.4	7	5.6	4
Math	15.8	17	11.9	14	10.6	12	9.6	7

Our Approaches scores have remained consistent over the years with some fluctuation. Our focus will be on increasing Mastery scores as this is where we have opportunities for growth. In MAP, grades 2-4 have exceeded expected growth, while 5th grade did not meet growth in either Reading or Math. Many times in 5th grade, MAP places students observed growth at a secondary level, which can be difficult for students to attain and may have contributed to their lack in meeting expectations.

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 challenged on their level and able to show understanding and mastery of grade level skills and standards. Our goal in K-2 is that 90% of our students end the year on or above grade level. In grades 3-5, the goal is to reach a minimum of 50% mastery, 80% meets standards, and 90% approaching in all content levels.

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 13 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 in grade K-2 did not meet the expectation of 90% on or above grade level. **Root Cause:** Teachers are learning new assessment expectations and strategies to support students.

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 individual 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 support (Resource teacher is trained to work with students), tutoring, guidance lessons by counselor, Gifted & Talented, positive behavior support 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 Imagine Learning 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:

- Bobcat BEST - 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 positive well-being committee meets to design morning meetings that are aligned to counselor guidance lessons, which are also aligned to district 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, Inclusion, Sportsmanship, Self-Confidence, Perseverance, and Flexibility. 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 have revised our Bobcat Families structure to promote campus-wide friendships and community.

We focus on the positive well-being 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 is our second year with the 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): Our staff needs to focus on aligning procedures, practices, and expectations to best support student behavior needs. **Root Cause:** Teachers have their own philosophies and mindsets, therefore, they use their own discretion when implementing campus practices rather than aligning to expectations.

Perceptions

Perceptions Summary

We take pride in building relationships with our students, families, and peers. Our morning meetings are intentionally 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.

Student surveys reveal that students are happy with our campuses activities. They are provided opportunities to share ideas on how to improve our current activities and events.

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

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Teachers feel they are not considered High Performing Teams according to the Team Performance Curve. **Root Cause:** 90% of our teacher teams contain new staff members, which affects team dynamics.

Priority Problem Statements

Problem Statement 1: Students who are at-risk, special education, and 504 are performing below expectations on state and district assessments.

Root Cause 1: Students who have instructional gaps and struggle with grade level content need relevant & tiered tasks to challenge them at their academic level.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Students in grade K-2 did not meet the expectation of 90% on or above grade level.

Root Cause 2: Teachers are learning new assessment expectations and strategies to support students.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Our staff needs to focus on aligning procedures, practices, and expectations to best support student behavior needs.

Root Cause 3: Teachers have their own philosophies and mindsets, therefore, they use their own discretion when implementing campus practices rather than aligning to expectations.

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: Teachers feel they are not considered High Performing Teams according to the Team Performance Curve.

Root Cause 4: 90% of our teacher teams contain new staff members, which affects team dynamics.

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: mClass, STAAR, Benchmarks, CBAs, MAP, etc

Strategy 1 Details	Reviews			
Strategy 1: Students will respond in writing once a week using grade-level standards, expectations, and content-specific vocabulary in all core areas.	**Formative**			**Summative**

Strategy's Expected Result/Impact: Increase in mClass and STAAR scores
     Staff Responsible for Monitoring: All staff
 	
     Problem Statements: Demographics 1 - Student Learning 1
	Nov	**Jan**	**Mar**	**May**

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

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Students who are at-risk, special education, and 504 are performing below expectations on state and district assessments.   **Root Cause**: Students who have instructional gaps and struggle with grade level content need relevant & tiered tasks to challenge them at their academic level.
Student Learning
Problem Statement 1: Students in grade K-2 did not meet the expectation of 90% on or above grade level.   **Root Cause**: Teachers are learning new assessment expectations and strategies to support 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.

    Evaluation Data Sources: mClass, STAAR, Benchmarks, CBAs, MAP, etc

Strategy 1 Details	Reviews			
Strategy 1: Every student receives data-driven, TEKS aligned, small group instruction at their level in Math and ELA at least once a week.	**Formative**			**Summative**

Strategy's Expected Result/Impact: Increase and growth in MAP, STAAR, mClass, etc.
    Staff Responsible for Monitoring: All staff
 	
    Problem Statements: Demographics 1 - Student Learning 1
	Nov	**Jan**	**Mar**	**May**

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

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: Students who are at-risk, special education, and 504 are performing below expectations on state and district assessments.   **Root Cause**: Students who have instructional gaps and struggle with grade level content need relevant & tiered tasks to challenge them at their academic level.
Student Learning
Problem Statement 1: Students in grade K-2 did not meet the expectation of 90% on or above grade level.   **Root Cause**: Teachers are learning new assessment expectations and strategies to support students.

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: mClass, STAAR, Benchmarks, CBAs, MAP, etc

Strategy 1 Details	Reviews			
Strategy 1: 100% of instructional staff will use goal-setting to set academic goals with students. The goal setting process will include monitoring, tracking, reflection, and updating.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Students will be aware of their own growth and progress; increase in motivation; increase & growth in MAP, STAAR, mClass, etc. **Problem Statements:** Demographics 1 - Student Learning 1				
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue				

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 1: Students who are at-risk, special education, and 504 are performing below expectations on state and district assessments. **Root Cause**: Students who have instructional gaps and struggle with grade level content need relevant & tiered tasks to challenge them at their academic level.
Student Learning
Problem Statement 1: Students in grade K-2 did not meet the expectation of 90% on or above grade level. **Root Cause**: Teachers are learning new assessment expectations and strategies to support 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.

    Evaluation Data Sources: Volunteer hours, guest educators vacancies

Strategy 1 Details			Reviews		
Strategy 1: Staff members will be positive, professional, and engage with all visitors and guest educators to encourage their return.			**Formative**		**Summative**
			Nov	Jan	Mar	May

Strategy's Expected Result/Impact: Guest educators and parent volunteers will feel welcome and return to campus to offer support
    Staff Responsible for Monitoring: All staff
 	
    Problem Statements: School Processes & Programs 1						

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

Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 1: Our staff needs to focus on aligning procedures, practices, and expectations to best support student behavior needs. **Root Cause**: Teachers have their own philosophies and mindsets, therefore, they use their own discretion when implementing campus practices rather than aligning to expectations.

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: campus surveys, ILT/OLT meetings to assess, principal check-ins

Strategy 1 Details		Reviews			
Strategy 1: Provide monthly differentiated PD & PLC opportunities to allow for authentic growth and camaraderie.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Teachers will see and feel the importance of growth opportunities; increase in culture and morale as teachers will find value in our professional development		**Nov**	**Jan**	**Mar**	**May**
Staff Responsible for Monitoring: Administrators **Problem Statements:** Perceptions 1					
0% No Progress 100% Accomplished → Continue/Modify ✖ Discontinue					

Performance Objective 2 Problem Statements:

Perceptions
Problem Statement 1: Teachers feel they are not considered High Performing Teams according to the Team Performance Curve.   **Root Cause**: 90% of our teacher teams contain new staff members, which affects team dynamics.

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: campus surveys, ILT/OLT meetings to assess, principal check-ins

Strategy 1 Details	Reviews			
Strategy 1: Plan monthly intentional, inclusive opportunities for team building, ongoing support, and staff connections.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Strong culture and morale among staff	**Nov**	**Jan**	**Mar**	**May**
Staff Responsible for Monitoring: Administrators, Sunshine Committee **Problem Statements:** Perceptions 1				
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue				

Performance Objective 3 Problem Statements:

Perceptions
Problem Statement 1: Teachers feel they are not considered High Performing Teams according to the Team Performance Curve.   **Root Cause**: 90% of our teacher teams contain new staff members, which affects team dynamics.

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: New partnerships with community members

Strategy 1 Details			Reviews		
Strategy 1: Create opportunities for community engagement and academic involvement on campus through stakeholder surveys.			**Formative**		**Summative**
		Nov	**Jan**	**Mar**	**May**

Strategy's Expected Result/Impact: Build strong community among all stakeholders, increase in campus partnerships with community members
     Staff Responsible for Monitoring: All staff
 	
     Problem Statements: Demographics 1 - Student Learning 1					

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

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Students who are at-risk, special education, and 504 are performing below expectations on state and district assessments.   **Root Cause**: Students who have instructional gaps and struggle with grade level content need relevant & tiered tasks to challenge them at their academic level.
Student Learning
Problem Statement 1: Students in grade K-2 did not meet the expectation of 90% on or above grade level.   **Root Cause**: Teachers are learning new assessment expectations and strategies to support students.

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: Morning announcements slides created by students; teacher input, student surveys

Strategy 1 Details	Reviews			
Strategy 1: Intentionally share slides on morning announcements that show students' travel, experiences, and achievements.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Strong student culture and community	**Nov**	**Jan**	**Mar**	**May**
Staff Responsible for Monitoring: All staff				
Problem Statements: School Processes & Programs 1				
Strategy 2 Details	**Reviews**			
Strategy 2: Teachers will integrate Feedback Boards into their daily practice to increase positive student behavior and provide aligned expectations.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Decrease in behavior referrals and an increase in positive behaviors/classroom culture.	**Nov**	**Jan**	**Mar**	**May**
Staff Responsible for Monitoring: All staff				
Problem Statements: School Processes & Programs 1				
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Performance Objective 2 Problem Statements:

School Processes & Programs
Problem Statement 1: Our staff needs to focus on aligning procedures, practices, and expectations to best support student behavior needs. **Root Cause**: Teachers have their own philosophies and mindsets, therefore, they use their own discretion when implementing campus practices rather than aligning to expectations.

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: Parent surveys, student surveys, teacher input

Strategy 1 Details	Reviews			
Strategy 1: Create "Wednesday Wonders" conversation starters for families to engage with students about weekly positive well-being learning topics.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Strong partnerships among staff and parents; student awareness of social-emotional needs **Problem Statements:** School Processes & Programs 1				
0% No Progress 100% Accomplished → Continue/Modify ✖ Discontinue				

Performance Objective 3 Problem Statements:

School Processes & Programs
Problem Statement 1: Our staff needs to focus on aligning procedures, practices, and expectations to best support student behavior needs.   **Root Cause**: Teachers have their own philosophies and mindsets, therefore, they use their own discretion when implementing campus practices rather than aligning to expectations.

Northwest Independent School District

Clara Love Elementary

2024-2025 Campus Improvement Plan
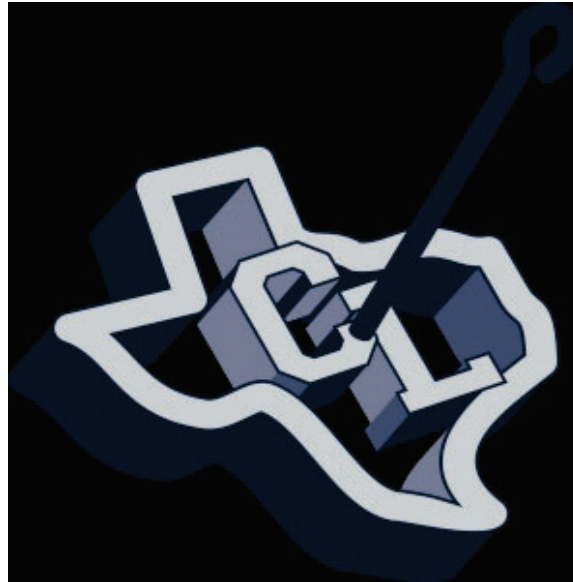
Core Beliefs

Kids come first.

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

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

Learning is influenced by environment.

Northwest ISD Vision

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

Northwest ISD Mission

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

Clara Love Elementary School Mission

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

Table of Contents

Comprehensive Needs Assessment

Demographics

Demographics Summary

Demographic Section:

White	Hispanic	African American	2 or More Races	Asian	Economically Disadvantaged	Special Education	504	Dyslexia	GT	EB	At-Risk	MT SS	Homeless
38.5%	35.8%	15.4%	8 %	1.5 %	54 %	30.2 %	3.7 %	12.8 %	3.4%	18.7 %	50 %	18. 8%	0%

In 23-24, we had over 900 students. With Perrin Elementary opening in the 24-25 school year, we lost over 300 students. We are sitting at 642 students at the beginning of the 24-25 school year. We have our CIT, CIS, and 4 interventionists (2 MTSS, one ESL, and one reading recovery).

Demographics Strengths

Our white demographic and SPED students have outperformed their suspected growth in district and state assessments. These student groups were a focus for the last 3 years, but have made significant growth. Our attendance has increased since last year! Teacher retention was over 90% even with many teachers having to go to other open positions in the district and the opening of another school and our school shrinking by 300 students.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Communication was strong with all stake holders, but maintaining a strong goal focus lacked through out the school, teams, and individual students. **Root Cause:** Due to a large number of students, teachers, and new teams, maintaining a strong focus on our goals was not reiterated and practiced within the school or classroom. Communication and adaptation were high, but making sure we have a strong, clear academic and campus goal is imperative for a clear path on how to achieve the goal.

Student Learning

Student Learning Summary

Student Learning Section:

2024 EOY mClass	K	1	2	3	4	5
% On/Above Reading Level	68%	68%	56%	59%	%	%
% Met Growth Projection	60%	52%	38%	60%	%	%

There is high growth within third grade. We exceeded growth projections. We noticed that our 2nd grade mclass achievement and growth were in the lower percentile.

STAAR Data	2023 3rd Grade Reading	2024 3rd Grade Reading	2023 4th Grade Reading	2024 4th Grade Reading	2023 5th Grade Reading	2024 5th Grade Reading
% Approaches and higher	82%	70%	66%	81%	83%	84%

Grade Level & Test	2023 3rd Grade Math	2024 3rd Grade Math	2023 4th Grade Math	2024 4th Grade Math	2023 5th Grade Math	2024 5th Grade Math
% Approaches and higher	64%	65%	48%	54%	67%	63%

Reading:

Our students made the most growth in 4th grade reading by 15%! We lost growth points in 3rd and 5th grade reading.

Math:

Our students made the most growth in 4th grade math by 6%. We also grew in 5th grade math by 3% and stayed consistent in 3rd grade.

Tracking the same students and grade level, our growth was significant in 3rd grade reading by 7%, 4th grade reading by 5%, and our highest growth by class was 4th grade growth 22%.

MAP Growth Data Spring 23- Spring 24

	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	46%	43%	45%	32%	48%	31%	45%	42%
Math	49%	50%	58%	51%	50%	47%	53%	61%

5th grade math growth is our biggest celebration.

3rd and 4th grade growth have the most opportunity to grow.

Student Learning Strengths

Mclass:

We have a lot of growth in our 3rd grade class. We exceeded growth projections in mclass. Our achievement with mclass in first grade was high in the district and state.

STAAR:

Our students made the most growth in 4th grade reading by 15%! We lost growth points in 3rd and 5th grade reading.

Our students made the most growth in 4th grade math by 6%. We also grew in 5th grade math by 3% and stayed consistent in 3rd grade.

Our growth within the same class was significant in 3rd grade reading by 7%, 4th grade reading by 5%, and our highest growth by class was 4th grade growth 22%.

MAP:

5th grade math growth is our biggest celebration. This correlated with our 5th grade STAAR achievement. We were high among our alike schools.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Our students are making great growth in some grade levels, but not ALL. All students should be making more growth in every grade level to close achievmenet gaps.   **Root Cause:** Due to the lack of cohesiveness with some teams, PLCs and planning were not goal focused; this affected student achievement and growth within classrooms.

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.
- This year we will focus on the 9 Principles of Positive Behavior Support by Dan St. Romain, continuing from our 23-24 campus PD. These are supported in every staff meeting that we have, and we celebrate what is working well.
- Behavior Interventionists will continue to provide coaching cycles and student support for the teachers to use in the classrooms.
- Our CIT will continue to provide coaching cycles on instruction and teacher 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 will be dedicated to MTSS data and student growth. Next steps for T1, T2 and T3 support in the classroom are developed.
- Community in Schools is a partnership that supports our students and campus along with our entire learning community.
- Our counselor helps with retention by promoting self-care weekly!
- PD and CIP is developed and executed using a team of teachers, support staff and administration.
- Our Top 5 instructional focuses are geared to our walkthroughs, PD, PLCs, ILT meetings and staff meetings.
- The Golden Coin is given to students who are demonstrating positive behaviors in common areas.
- Proud Journal Entries are biweekly. This system is set up by our CIT where she celebrates student learning, product and growth! Students are celebrated through the announcements and prizes.
- Weekly attendance challenge is announced each Friday to increase attendance rates.
- Alan Lowman, Spiraling to Mastery, has been implemented through PD and reiterated through PLCs.
- We will be focused this year on Emergent Tree Tier 2 implementation.

School Processes & Programs Strengths

- The Weekly Attendance challenge to increase the attendance rate will continue for the 24-25 school year.
- Incentive programs for student behavior (The Golden Coin) were implemented to curb off-task behaviors during unstructured times.
- Literacy Buddies have been established and will meet twice a month. This will help build cohesiveness, literacy and belonging.
- Increase in communication using ParentSquare for parents and staff.
- Increased partnerships with our PTA and our family involvement activities.
- 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.
- Our Top 5 instructional focuses are geared to our walkthroughs, PD, PLCs ILT meetings and staff meetings.
- The Golden Coin is given to students who are demonstrating positive behaviors in common areas.
- Proud Journal Entries are biweekly. This system is set up by our CIT where she celebrates student learning, product and growth! Students are celebrated through the announcements and prizes.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Communication was strong with all stake holders, but maintaining a strong goal focus lacked through out the school, teams, and individual students. **Root Cause:** Due to the lack of cohesiveness with some teams, PLCs and planning were not goal focused; this affected student achievement and growth within classrooms.

Perceptions

Perceptions Summary

Staff Retention: Clara Love increased staff retention over previous years with 83% of general education teachers returning in the 22-23 school year. 23-24 was over 90% retention even though we had a mandatory leave due to the opening of another campus.

Staff Surveys: An OHI survey was taken during the end of the 23-24 school year. We were performing above average in communication and problem solving adequacy. Our need for opportunities to grow were cohesiveness and goal focus.

The interview process was changed to reflect on positive happenings within Clara Love and to evaluate the strengths and needs of potential candidates. We have partnered with our Human Resources department to ensure that the best applicants are considered for Clara Love students.

We have created 4 new committees to Clara Love. Two of those committees are Student Leadership and Culture/Belonging.

For the 23-24 school year, we had the largest PTA membership among all elementary schools.

Campus wide mantra developed in the 24-25 school year: One Love: honor our people, honor our work, honor our time.

Partnership with Texas Motor Speedway and the Speeding to Read program was established in the 24-25 school year to help promote literacy.

Perceptions Strengths

- OHI data shared that our highest strengths were communication and problem solving adequacy for the 23-24 school year.
- We had high staff retention and success in hiring top candidates.
- We aligned our focus for behavior and instruction.
- Behavior Interventionists and administration provided support and capacity building for students with some challenging behaviors.
- Teacher voices were heard, and systems to celebrate growth and successes were streamlined.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Communication was strong with all stake holders but maintaining a strong goal focus lacked throughout the school, teams, and individual students.   **Root Cause:** A systematic way to address our academic and campus goals through newsletters, ILT agenda, and PLCs. We didn't address the connections to what we were doing to our overarching goal and how it correlates.

Priority Problem Statements

Problem Statement 1: Communication was strong with all stake holders, but maintaining a strong goal focus lacked through out the school, teams, and individual students.

Root Cause 1: Due to a large number of students, teachers, and new teams, maintaining a strong focus on our goals was not reiterated and practiced within the school or classroom. Communication and adaptation were high, but making sure we have a strong, clear academic and campus goal is imperative for a clear path on how to achieve the goal.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Our students are making great growth in some grade levels, but not ALL. All students should be making more growth in every grade level to close achievmenet gaps.

Root Cause 2: Due to the lack of cohesiveness with some teams, PLCs and planning were not goal focused; this affected student achievement and growth within classrooms.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Communication was strong with all stake holders, but maintaining a strong goal focus lacked through out the school, teams, and individual students.

Root Cause 3: Due to the lack of cohesiveness with some teams, PLCs and planning were not goal focused; this affected student achievement and growth within classrooms.

Problem Statement 3 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.

    Evaluation Data Sources: mClass; MAP data; CBA Data; Benchmark/Interim; STAAR data; classroom formatives

Strategy 1 Details		Reviews			
Strategy 1: We will align our ILTs, campus walkthroughs, PDs, PLCs and coaching cycles to our top 5 instructional focuses: Learning Target, Intentional Feedback, Higher Level Questioning, Formative Assessments (Using Multiple Response Strategies/Checks for Understanding), and Responsive Small Groups.		**Formative**			**Summative**
		Nov	**Jan**	**Mar**	**May**

Strategy's Expected Result/Impact: Our campus will perform at or above district/state average as compared to other elementary campuses on all state and district assessments.
    Staff Responsible for Monitoring: All teachers, support staff, admin, CIT, interventionist and specialist.
 	
    Problem Statements: Student Learning 1					

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

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: Our students are making great growth in some grade levels, but not ALL. All students should be making more growth in every grade level to close achievmenet gaps.   **Root Cause**: Due to the lack of cohesiveness with some teams, PLCs and planning were not goal focused; this affected student achievement and growth within classrooms.

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: mClass; MAP data; CBA Data; Benchmark/Interim; STAAR data; classroom formatives

Strategy 1 Details	Reviews			
Strategy 1: We will conduct monthly walk-throughs using a checklist with specific look for and intentional feedback geared towards our top five (including learning targets) and Behavior Framework. Feedback is directed towards learning targets being read, explained, and referred back to the learning target through the lesson.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**May**

Strategy's Expected Result/Impact: Our campus will perform at or above district/state average as compared to other elementary campuses on all state and district assessments.
    Staff Responsible for Monitoring: All teachers, support staff, admin, CIT, interventionist and specialist.
 	
    Problem Statements: Student Learning 1				

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

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 1: Our students are making great growth in some grade levels, but not ALL. All students should be making more growth in every grade level to close achievmenet gaps.   **Root Cause**: Due to the lack of cohesiveness with some teams, PLCs and planning were not goal focused; this affected student achievement and growth within classrooms.

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: mClass; MAP data; CBA Data; Benchmark/Interim; STAAR data; classroom formatives

Strategy 1 Details	Reviews			
Strategy 1: 100% of our teachers will implement Morning Meeting utilizing our character word of the week as well as Emergent Tree. We will greet all students at the door with Reach and Responds.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Our campus will perform at or above district/state average as compared to other elementary campuses on all state and district assessments.	**Nov**	**Jan**	**Mar**	**May**
Staff Responsible for Monitoring: All teachers, support staff, admin, CIT, interventionist and specialist. **Problem Statements:** Student Learning 1				

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

Performance Objective 3 Problem Statements:

Student Learning
Problem Statement 1: Our students are making great growth in some grade levels, but not ALL. All students should be making more growth in every grade level to close achievmenet gaps.   **Root Cause**: Due to the lack of cohesiveness with some teams, PLCs and planning were not goal focused; this affected student achievement and growth within classrooms.

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: Surveys, Mentor/Mentee program, percentages of retained staff, staff check-ins, and attendance rate for community events.

Strategy 1 Details	Reviews			
Strategy 1: Our grade level teams will meet weekly to backwards design, data dive, focus on our top five, and discuss operational systems and procedures. Our teachers will get excellent PD where we honor the time, work and people. **Strategy's Expected Result/Impact:** Retaining 95% of highly effective staff and EOY OHI survey **Staff Responsible for Monitoring:** admin, teams, supportive staff, counselor, CIT, CIS and teachers **Problem Statements:** Demographics 1	Formative			Summative
	Nov	Jan	Mar	May

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

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Communication was strong with all stake holders, but maintaining a strong goal focus lacked through out the school, teams, and individual students.   **Root Cause**: Due to a large number of students, teachers, and new teams, maintaining a strong focus on our goals was not reiterated and practiced within the school or classroom. Communication and adaptation were high, but making sure we have a strong, clear academic and campus goal is imperative for a clear path on how to achieve the goal.

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: surveys, Mentor/Mentee program, percentages of retain staff, staff check-ins, and attendance rate for community events

Strategy 1 Details			Reviews		
Strategy 1: Teachers will receive quarterly PLC check-ins and coaching cycles over intentional monitoring.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Retain 95% of highly effective staff and EOY OHI survey		**Nov**	**Jan**	**Mar**	**May**
Staff Responsible for Monitoring: admin, teams, supportive staff, counselor, CIT, CIS and teachers **Problem Statements:** School Processes & Programs 1					

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

Performance Objective 2 Problem Statements:

School Processes & Programs
Problem Statement 1: Communication was strong with all stake holders, but maintaining a strong goal focus lacked through out the school, teams, and individual students. **Root Cause**: Due to the lack of cohesiveness with some teams, PLCs and planning were not goal focused; this affected student achievement and growth within classrooms.

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: surveys, Mentor/Mentee program, percentages of retain staff, staff check-ins, and attendance rate for community events

Strategy 1 Details		Reviews			
Strategy 1: We will start all PDs and staff meetings with gratitude, send out on ongoing support through Love Notes and coaching newsletters, and support grade levels on their goals that they set as a team and individually during the BOY, so that teams feel more cohesive.		**Formative**			**Summative**
		Nov	**Jan**	**Mar**	**May**

Strategy's Expected Result/Impact: Retain 95% of highly effective staff and EOY OHI survey
     Staff Responsible for Monitoring: admin, teams, supportive staff, counselor, CIT, CIS and teachers
 	
     Problem Statements: Student Learning 1					

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

Performance Objective 3 Problem Statements:

Student Learning
Problem Statement 1: Our students are making great growth in some grade levels, but not ALL. All students should be making more growth in every grade level to close achievmenet gaps.   **Root Cause**: Due to the lack of cohesiveness with some teams, PLCs and planning were not goal focused; this affected student achievement and growth within classrooms.

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:** Surveys, Mentor/Mentee program, percentages of retain staff, student panels, staff check-ins, and attendance rate for community events.

Strategy 1 Details		Reviews			
Strategy 1: We will implement Behavior Framework tier one strategies with fidelity, meet with PTA to plan community events, reboot our committees with shared expectations and create literacy buddies. **Strategy's Expected Result/Impact:** Increase in community involvement with PTA, events, and volunteer work. **Problem Statements:** School Processes & Programs 1		**Formative**			**Summative**
		Nov	**Jan**	**Mar**	**May**
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue					

Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 1: Communication was strong with all stake holders, but maintaining a strong goal focus lacked through out the school, teams, and individual students.   **Root Cause**: Due to the lack of cohesiveness with some teams, PLCs and planning were not goal focused; this affected student achievement and growth within classrooms.

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: Surveys, Mentor/Mentee program, percentages of retain staff, student panels, staff check-ins, and attendance rate for community events.

Strategy 1 Details			Reviews			
Strategy 1: Admin will host one on one meetings with staff during the MOY and EOY 24-25 school year and partner with IT to strengthen communication with all stakeholders.			**Formative**			**Summative**
			Nov	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Increase in community involvement with PTA, events, and volunteer work. **Staff Responsible for Monitoring:** admin, teachers, support staff, CIS, and specialist **Problem Statements:** Demographics 1						
0% No Progress	100% Accomplished	→ Continue/Modify	✖ Discontinue			

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: Communication was strong with all stake holders, but maintaining a strong goal focus lacked through out the school, teams, and individual students.   **Root Cause**: Due to a large number of students, teachers, and new teams, maintaining a strong focus on our goals was not reiterated and practiced within the school or classroom. Communication and adaptation were high, but making sure we have a strong, clear academic and campus goal is imperative for a clear path on how to achieve the goal.

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: Surveys, Mentor/Mentee program, percentages of retain staff, student panels, staff check-ins, and attendance rate for community events.

Strategy 1 Details	Reviews			
Strategy 1: We will partner with Texas Motor Speedway and implement Speeding to Read to enhance literacy across the community.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase in community involvement with PTA, events, and volunteer work. **Staff Responsible for Monitoring:** admin, teachers, support staff, CIS, and specialist **Problem Statements:** Demographics 1	**Nov**	**Jan**	**Mar**	**May**

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

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 1: Communication was strong with all stake holders, but maintaining a strong goal focus lacked through out the school, teams, and individual students.   **Root Cause**: Due to a large number of students, teachers, and new teams, maintaining a strong focus on our goals was not reiterated and practiced within the school or classroom. Communication and adaptation were high, but making sure we have a strong, clear academic and campus goal is imperative for a clear path on how to achieve the goal.

Northwest Independent School District

Nance Elementary School

2024-2025 Campus Improvement Plan

Core Beliefs

Kids come first.

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

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

Learning is influenced by environment.

Northwest ISD Vision

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

Northwest ISD Mission

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

Sonny and Allegra Nance Elementary School Vision

Learn. Lead. Empower. Serve.

Table of Contents

Comprehensive Needs Assessment

Demographics

Demographics Summary

Demographic Data Section:

White	Hispanic	African American	2 or More Races	Asian	Economically Disadvantaged	Special Education	504	Dyslexia	GT	EL	At-Risk	MTSS	Homeless
1.42%	25%	18.47%	8.02 %	6.53%	38.06 %	30.41 %	2.99%	11.38 %	5.6%	10.63%	31.9%	13.5%	0.37%

This year we have seen an increase in many of our demographics. Our economically disadvantaged, emergent bilingual and special education percentages continue to grow multiple percentage points each year. Our overall student population has maintained at just over 525 students.

Demographics Strengths

Our student enrollment has been consistent over the past few years at just over 525 students.

We are a 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 has surpassed 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:** There are 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:** There has been an 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:** There has been a steady increase in changing demographics with limited staff to support direct language needs.

Student Learning

Student Learning Summary

2024 EOY mClass	K	1	2	3	4	5
% On/Above Reading Level	76%	81%	70%	69%	%	%
% Met Growth Projection	37%	47%	55%	58%	%	%

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. With multiple new primary teachers, we spent more time building their capacity with literacy instruction than has been necessary in years past, which did hinder growth.

STAAR Data	2023 3rd Grade Reading	2024 3rd Grade Reading	2023 4th Grade Reading	2024 4th Grade Reading	2023 5th Grade Reading	2024 5th Grade Reading
% Approaches and higher	79%	76%	80%	80%	90%	90%

Grade Level & Test	2023 3rd Grade Math	2024 3rd Grade Math	2023 4th Grade Math	2024 4th Grade Math	2023 5th Grade Math	2024 5th Grade Math
% Approaches and higher	69%	70%	78%	67%	88%	90%

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.

MAP Growth Data Spring 23- Spring 24

	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	16	11	12.5	9	9.9	10	7.8	7
Math	16.9	13	14.9	12	12.9	11	11.5	9

We are starting to see more alignment between our MAP scores and 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 in

many areas.

-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 in reading, writing and math.   **Root Cause:** We have not had a 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 a focus on determining where the skill gaps are for students and have not had an intentional focus 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 a focus on determining where the skill gaps are for students and have not had an intentional focus on how we are targeting their needs.

Problem Statement 4 (Prioritized): All students are not leaving the grade level at the expected proficiency in mathematics.   **Root Cause:** We have not had a focus on determining where the skill gaps are for students and have not had an intentional focus on how we are targeting their needs.

Problem Statement 5 (Prioritized): Students that are on or above grade level are not consistently making a year's growth each year in math.   **Root Cause:** We have not had a focus on determining where the skill gaps are for students and have not had an intentional focus 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 population.

We have a part time Emergent Bilingual Interventionist on staff to serve our Emergent Bilingual population.

We currently have one full time GATES teacher serving our gifted and talented learners.

We have 2 full time and one part time reading interventionists trained in MTA to serve our students with dyslexia.

We have 4 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 and provides opportunities for parents to learn about ways to support their children.

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.

Our campus staff is engaged in a learning PLC and book study that is focused on strong instructional pedagogy.

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 a part time emergent bilingual interventionist to serve all EB students.

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 an 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 instruction isn't keeping up with the growing social emotional needs and decision making skills students are needing to be successful.
Root Cause 3: 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 3 Areas: School Processes & Programs

Problem Statement 4: With our Economically Disadvantaged percentage increasing each year, we are not meeting the needs of all the students.
Root Cause 4: There has been an increase in changing demographics with limited support on what it looks like to target and service the needs of the population.
Problem Statement 4 Areas: Demographics

Problem Statement 5: With our Emergent Bilingual sub population increasing each year, we are not meeting the needs of all the students.
Root Cause 5: There has been a steady increase in changing demographics with limited staff to support direct language needs.
Problem Statement 5 Areas: Demographics

Problem Statement 6: Students coming to our school from outside the district and/or state are entering with more gaps than our returning Nance students.
Root Cause 6: There are differences in state expectations and how standards are assessed.
Problem Statement 6 Areas: Demographics

Problem Statement 7: Students are not consistently performing where they need to be in reading, writing and math.
Root Cause 7: We have not had a consistent intentional focus on quality Tier 1 instruction.
Problem Statement 7 Areas: Student Learning

Problem Statement 8: All students are not leaving the grade level reading at the expected proficiency.

Root Cause 8: We have not had a focus on determining where the skill gaps are for students and have not had an intentional focus on how we are targeting their needs.

Problem Statement 8 Areas: Student Learning

Problem Statement 9: Students that are on or above grade level are not consistently making a year's growth each year in reading.

Root Cause 9: We have not had a focus on determining where the skill gaps are for students and have not had an intentional focus on how we are targeting their needs.

Problem Statement 9 Areas: Student Learning

Problem Statement 10: All students are not leaving the grade level at the expected proficiency in mathematics.

Root Cause 10: We have not had a focus on determining where the skill gaps are for students and have not had an intentional focus on how we are targeting their needs.

Problem Statement 10 Areas: Student Learning

Problem Statement 11: Students that are on or above grade level are not consistently making a year's growth each year in math.

Root Cause 11: We have not had a focus on determining where the skill gaps are for students and have not had an intentional focus on how we are targeting their needs.

Problem Statement 11 Areas: Student Learning

Problem Statement 12: Our emergent bilingual process lacks opportunities for students to receive effective language interventions on a consistent basis.

Root Cause 12: Our staff does not have to skills to support the students who have heavy language acquisition needs.

Problem Statement 12 Areas: School Processes & Programs

Problem Statement 13: Our emergent bilingual process lacks opportunities for students to receive language interventions on a consistent basis.

Root Cause 13: We only have a part time emergent bilingual interventionist to serve all EB students.

Problem Statement 13 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.

    Evaluation Data Sources: MCLASS, MAP, running records, UFLI progress monitoring, anecdotal small group notes, CBAs

Strategy 1 Details				Reviews			
Strategy 1: Nance staff will participate in monthly data PLCs to support goal setting, progress monitoring and small group instruction in the classroom.				**Formative**			**Summative**
				Nov	**Jan**	**Mar**	**May**

Strategy's Expected Result/Impact: 100% of our scholars will meet a year's growth or more on MCLASS or MAP Growth data.
    Staff Responsible for Monitoring: classroom teachers, campus administrators, campus intervention and dyslexia specialists
 	
    Problem Statements: Demographics 1, 2, 3 - Student Learning 1, 2, 3 - School Processes & Programs 2, 3							

Strategy 2 Details				Reviews			
Strategy 2: Nance staff will participate in quarterly MAP and Lead4Ward PLCs to support goal setting, progress monitoring and small group instruction in the classroom.				**Formative**			**Summative**
				Nov	**Jan**	**Mar**	**May**

Strategy's Expected Result/Impact: 100% of our scholars will meet a year's growth or more on MCLASS or MAP Growth data.
    Staff Responsible for Monitoring: classroom teachers, campus administrators, campus intervention and dyslexia specialists
 	
    Problem Statements: Demographics 1, 2, 3 - Student Learning 1, 2, 3 - School Processes & Programs 2, 3							

Strategy 3 Details			Reviews		
Strategy 3: Nance Elementary teachers will support students in setting skill goals for their growth in reading.			**Formative**		**Summative**
Strategy's Expected Result/Impact: 100% of our scholars will meet a year's growth or more on MCLASS or MAP Growth data. **Staff Responsible for Monitoring:** classroom teachers, campus administrators, campus intervention and dyslexia specialists **Problem Statements:** Demographics 1, 2, 3 - Student Learning 1, 2, 3 - School Processes & Programs 2, 3	**Nov**	**Jan**	**Mar**	**May**	

Strategy 4 Details			Reviews		
Strategy 4: Nance Elementary teachers will plan opportunities for students to communicate about their reading and thinking in verbal and written form.			**Formative**		**Summative**
Strategy's Expected Result/Impact: 100% of our scholars will meet a year's growth or more on MCLASS or MAP Growth data. **Staff Responsible for Monitoring:** classroom teachers, campus administrators, campus intervention and dyslexia specialists **Problem Statements:** Demographics 1, 2, 3 - Student Learning 1, 2, 3 - School Processes & Programs 2, 3	**Nov**	**Jan**	**Mar**	**May**	

0% No Progress	100% 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**: There are 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**: There has been an 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**: There has been a 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 in reading, writing and math.   **Root Cause**: We have not had a 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 a focus on determining where the skill gaps are for students and have not had an intentional focus on how we are targeting their needs.

Student Learning
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 a focus on determining where the skill gaps are for students and have not had an intentional focus 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 a part time emergent bilingual interventionist to serve all EB students.
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.

    Evaluation Data Sources: MCLASS, MAP, running records, UFLI progress monitoring, anecdotal small group notes, CBAs

Strategy 1 Details	Reviews			
Strategy 1: Nance staff will participate in monthly data PLCs to support goal setting, progress monitoring and small group instruction in the classroom.	**Formative**			**Summative**
	Nov	Jan	Mar	May

Strategy's Expected Result/Impact: 100% of our scholars will meet a year's growth or more on MAP Growth data.
    Staff Responsible for Monitoring: classroom teachers, campus administrators, campus intervention
 	
    Problem Statements: Demographics 1, 2, 3 - Student Learning 1, 2, 3, 4, 5 - School Processes & Programs 2, 3				

Strategy 2 Details	Reviews			
Strategy 2: Nance staff will participate in quarterly MAP and Lead4Ward PLCs to support goal setting, progress monitoring and small group instruction in the classroom.	**Formative**			**Summative**
	Nov	Jan	Mar	May

Strategy's Expected Result/Impact: 100% of our scholars will meet a year's growth or more on MAP Growth data.
    Staff Responsible for Monitoring: classroom teachers, campus administrators, campus intervention
 	
    Problem Statements: Demographics 1, 2, 3 - Student Learning 1, 2, 3, 4, 5 - School Processes & Programs 2, 3				

Strategy 3 Details	Reviews			
Strategy 3: Nance teachers will plan weekly utilizing a planning protocol designed to tier tasks to align with the learning needs of scholars.	**Formative**			**Summative**
	Nov	Jan	Mar	May

Strategy's Expected Result/Impact: 100% of our Task Statements will be aligned to the focus standard for the learning.
100% of our lessons will be tiered to support the levels of learning in our classrooms.
100% of our lessons will involve using the Depth & Complexity icons with our scholars. (UFLI will be the only exception.)
    Staff Responsible for Monitoring: instructional staff, campus administration
 	
    Problem Statements: Demographics 1, 2, 3 - Student Learning 1, 2, 3, 4, 5 - School Processes & Programs 2, 3				

Strategy 4 Details	Reviews			
Strategy 4: Nance campus staff will engage in a task analysis protocol two times a month during staff PD that will focus on instructional design and then evaluate the scholar outcomes.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: 100% of our Task Statements will be aligned to the focus standard for the learning. 100% of our lessons will be tiered to support the levels of learning in our classrooms. 100% of our lessons will involve using the Depth & Complexity icons with our scholars. (UFLI will be the only exception.) 100% of our scholars will meet a year's growth or more on MCLASS or MAP Growth data. **Staff Responsible for Monitoring:** instructional staff, campus administration **Problem Statements:** Demographics 1, 2, 3 - Student Learning 1, 2, 3, 4, 5 - School Processes & Programs 2, 3				

Strategy 5 Details	Reviews			
Strategy 5: 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.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: 100% of our lessons will be tiered to support the levels of learning in our classrooms. 100% of our lessons will involve using the Depth & Complexity icons with our scholars. (UFLI will be the only exception.) 100% of our scholars will meet a year's growth or more on MCLASS or MAP Growth data. **Staff Responsible for Monitoring:** instructional staff, campus administration **Problem Statements:** Demographics 1, 2, 3 - Student Learning 1, 2, 3, 4, 5 - School Processes & Programs 2, 3				

Strategy 6 Details	Reviews			
Strategy 6: Nance Elementary teachers will use Kaplan's Depth and Complexity Framework to plan for student learning.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: 100% of our Task Statements will be aligned to the focus standard for the learning. 100% of our lessons will be tiered to support the levels of learning in our classrooms. 100% of our lessons will involve using the Depth & Complexity icons with our scholars. (UFLI will be the only exception.) 100% of our scholars will meet a year's growth or more on MCLASS or MAP Growth data. **Staff Responsible for Monitoring:** instructional staff, campus administration **Problem Statements:** Demographics 1, 2, 3 - Student Learning 1, 2, 3, 4, 5 - School Processes & Programs 2, 3				

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

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**: There are 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**: There has been an 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**: There has been a 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 in reading, writing and math.   **Root Cause**: We have not had a 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 a focus on determining where the skill gaps are for students and have not had an intentional focus 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 a focus on determining where the skill gaps are for students and have not had an intentional focus on how we are targeting their needs.
Problem Statement 4: All students are not leaving the grade level at the expected proficiency in mathematics.   **Root Cause**: We have not had a focus on determining where the skill gaps are for students and have not had an intentional focus on how we are targeting their needs.
Problem Statement 5: Students that are on or above grade level are not consistently making a year's growth each year in math.   **Root Cause**: We have not had a focus on determining where the skill gaps are for students and have not had an intentional focus 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 a part time emergent bilingual interventionist to serve all EB students.
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.

Evaluation Data Sources: MAP, Satchel Pulse, Emergent Tree Universal Screener

Strategy 1 Details		Reviews			
Strategy 1: Nance teachers will discuss the Scholarly Behaviors through Morning Meeting and conversations with scholars.		**Formative**			**Summative**
Strategy's Expected Result/Impact: 100% of classrooms will have the Scholarly behaviors posted and use them in Morning Meeting and conversations with scholars.		**Nov**	**Jan**	**Mar**	**May**
Staff Responsible for Monitoring: instructional staff, campus administration					
Problem Statements: Demographics 1, 2, 3 - Student Learning 1, 2, 3, 4, 5 - School Processes & Programs 1, 2, 3					

Strategy 2 Details		Reviews			
Strategy 2: Nance teachers will hold students accountable to the Core 4 (Scholars are polite, greet others, are efficient and take initiative.).		**Formative**			**Summative**
		Nov	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: 100% of classrooms will have the Scholarly behaviors posted and use them in Morning Meeting and conversations with scholars.					
Staff Responsible for Monitoring: instructional staff, campus administration					
Problem Statements: Demographics 1, 2, 3 - Student Learning 1, 2, 3, 4, 5 - School Processes & Programs 1, 2, 3					

Strategy 3 Details		Reviews			
Strategy 3: Nance Elementary students will engage in service opportunities with their campus houses.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Students will gain an understanding of serving others through various activities that will support the community and how it feels to positively impact our community.		**Nov**	**Jan**	**Mar**	**May**
Staff Responsible for Monitoring: campus staff					
Problem Statements: School Processes & Programs 1 - Perceptions 1, 2					

0% No Progress	100% 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**: There are 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**: There has been an 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**: There has been a 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 in reading, writing and math. **Root Cause**: We have not had a 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 a focus on determining where the skill gaps are for students and have not had an intentional focus 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 a focus on determining where the skill gaps are for students and have not had an intentional focus on how we are targeting their needs.

Problem Statement 4: All students are not leaving the grade level at the expected proficiency in mathematics. **Root Cause**: We have not had a focus on determining where the skill gaps are for students and have not had an intentional focus on how we are targeting their needs.

Problem Statement 5: Students that are on or above grade level are not consistently making a year's growth each year in math. **Root Cause**: We have not had a focus on determining where the skill gaps are for students and have not had an intentional focus 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.

Problem Statement 2: Our emergent bilingual process lacks opportunities for students to receive language interventions on a consistent basis. **Root Cause**: We only have a part time emergent bilingual interventionist to serve all EB students.

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.

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.

> **Evaluation Data Sources:** staff surveys, OHI survey

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.		**Formative**			**Summative**
		Nov	**Jan**	**Mar**	**May**
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:** campus staff, Instructional Leadership Team, Campus Administration **Problem Statements:** Demographics 1, 2, 3 - Student Learning 1, 2, 3, 4, 5 - School Processes & Programs 1, 2, 3 - Perceptions 1, 2					

0% No Progress	100% 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**: There are 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**: There has been an 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**: There has been a 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 in reading, writing and math.   **Root Cause**: We have not had a 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 a focus on determining where the skill gaps are for students and have not had an intentional focus on how we are targeting their needs.

Student Learning

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 a focus on determining where the skill gaps are for students and have not had an intentional focus on how we are targeting their needs.

Problem Statement 4: All students are not leaving the grade level at the expected proficiency in mathematics.   **Root Cause**: We have not had a focus on determining where the skill gaps are for students and have not had an intentional focus on how we are targeting their needs.

Problem Statement 5: Students that are on or above grade level are not consistently making a year's growth each year in math.   **Root Cause**: We have not had a focus on determining where the skill gaps are for students and have not had an intentional focus 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.

Problem Statement 2: Our emergent bilingual process lacks opportunities for students to receive language interventions on a consistent basis.   **Root Cause**: We only have a part time emergent bilingual interventionist to serve all EB students.

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.

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 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: staff surveys, OHI survey, ILT agendas, CIP PLC Forms, PLC agendas

Strategy 1 Details				Reviews			
Strategy 1: Nance PLCs will be planned through the lens of the four PLC questions.				**Formative**			**Summative**
Strategy's Expected Result/Impact: 100% of our PLCs will be planned through the lens of the four PLC questions.				**Nov**	**Jan**	**Mar**	**May**
Staff Responsible for Monitoring: instructional staff, ILT, campus administration **Problem Statements:** Demographics 1, 2, 3 - Student Learning 1, 2, 3, 4, 5 - School Processes & Programs 1, 2, 3							

Strategy 2 Details				Reviews			
Strategy 2: Nance Learning PLCs will participate in quarterly campus walks to determine next steps for the team and campus within their PLC content.				**Formative**			**Summative**
Strategy's Expected Result/Impact: 100% of our instructional staff will participate in a Learning PLC focused around instructional pedagogy.				**Nov**	**Jan**	**Mar**	**May**
Staff Responsible for Monitoring: instructional staff, ILT, campus administration **Problem Statements:** Demographics 1, 2, 3 - Student Learning 1, 2, 3, 4, 5 - School Processes & Programs 1, 2, 3							

Strategy 3 Details				Reviews			
Strategy 3: Nance PLCs will meet to build their capacity within their content and plan for PLC and campus next steps.				**Formative**			**Summative**
Strategy's Expected Result/Impact: 100% of our instructional staff will participate in a Learning PLC focused around instructional pedagogy.				**Nov**	**Jan**	**Mar**	**May**
Staff Responsible for Monitoring: instructional staff, ILT, campus administration **Problem Statements:** Demographics 1, 2, 3 - Student Learning 1, 2, 3, 4, 5 - School Processes & Programs 1, 2, 3							

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

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**: There are 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**: There has been an 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**: There has been a 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 in reading, writing and math. **Root Cause**: We have not had a 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 a focus on determining where the skill gaps are for students and have not had an intentional focus 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 a focus on determining where the skill gaps are for students and have not had an intentional focus on how we are targeting their needs.

Problem Statement 4: All students are not leaving the grade level at the expected proficiency in mathematics. **Root Cause**: We have not had a focus on determining where the skill gaps are for students and have not had an intentional focus on how we are targeting their needs.

Problem Statement 5: Students that are on or above grade level are not consistently making a year's growth each year in math. **Root Cause**: We have not had a focus on determining where the skill gaps are for students and have not had an intentional focus 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.

Problem Statement 2: Our emergent bilingual process lacks opportunities for students to receive language interventions on a consistent basis. **Root Cause**: We only have a part time emergent bilingual interventionist to serve all EB students.

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.

    Evaluation Data Sources: PLC agendas, Campus Playbook, ILT Agendas, staff surveys, CIP PLC forms

Strategy 1 Details	Reviews			
Strategy 1: Nance Elementary Instructional Leadership Team will participate in a professional learning team to focus on the work of the instructional leader and align our work to the TASA Public Education Visioning Document.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**May**

Strategy's Expected Result/Impact: All campus PLCs will be aligned to the four PLC questions and the work of the Visioning Document while using strategic protocols to guide conversations and focus our work.
  Staff Responsible for Monitoring: ILT, campus administration
 	
  Problem Statements: Demographics 1, 2, 3 - Student Learning 1, 2, 3, 4, 5 - School Processes & Programs 1, 2, 3				

0% No Progress   100% 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**: There are 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**: There has been an 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**: There has been a 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 in reading, writing and math. **Root Cause**: We have not had a 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 a focus on determining where the skill gaps are for students and have not had an intentional focus 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 a focus on determining where the skill gaps are for students and have not had an intentional focus on how we are targeting their needs.

Student Learning
Problem Statement 4: All students are not leaving the grade level at the expected proficiency in mathematics.   **Root Cause**: We have not had a focus on determining where the skill gaps are for students and have not had an intentional focus on how we are targeting their needs.
Problem Statement 5: Students that are on or above grade level are not consistently making a year's growth each year in math.   **Root Cause**: We have not had a focus on determining where the skill gaps are for students and have not had an intentional focus 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.
Problem Statement 2: Our emergent bilingual process lacks opportunities for students to receive language interventions on a consistent basis.   **Root Cause**: We only have a part time emergent bilingual interventionist to serve all EB students.
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 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: parent surveys, campus event feedback and attendance

Strategy 1 Details		Reviews		
Strategy 1: Nance Elementary staff will intentionally plan for opportunities to showcase the cultural richness of our campus.		**Formative**		**Summative**
		Nov	**Jan**	**Mar**	**May**

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, campus administration
 	
    Problem Statements: Demographics 3 - School Processes & Programs 1 - Perceptions 1, 2					

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

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 3: With our Emergent Bilingual sub population increasing each year, we are not meeting the needs of all the students.   **Root Cause**: There has been a 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.

> **Evaluation Data Sources:** Parent surveys, Satchel Pulse, Emergent Tree Universal Screeners, campus behavior data, behavior MTSS data

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.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**May**
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: School Processes & Programs 1 - Perceptions 1, 2				

Strategy 2 Details	Reviews			
Strategy 2: Teachers will post a reach and respond visual outside of their classroom or on their door to check in each morning. Non-classroom teachers will use the hand signals to do the same.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: 100% of teachers will utilize the Reach and Respond with scholars each morning.				
Staff Responsible for Monitoring: campus staff, campus administration				
Problem Statements: School Processes & Programs 1				

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

Performance Objective 2 Problem Statements:

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 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:** Parent surveys, Satchel Pulse, Emergent Tree Universal Screeners, campus behavior data, behavior MTSS data

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.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**May**
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:** School Processes & Programs 1				
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Performance Objective 3 Problem Statements:

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.

Northwest Independent School District

Perrin Elementary School

2024-2025 Campus Improvement Plan

Table of Contents

Comprehensive Needs Assessment

Demographics

Demographics Summary

Perrin Elementary School is a brand new school that opened its doors to 547 PK-5th grade students in the 2024-2025 school year.

60 staff members serve the students at Perrin Elementary.

Our current student demographics are:

White	Hispanic	African American	2 or More Races	Asian	Economically Disadvantaged	Special Education	504	Dyslexia	GT	EB	At-Risk	MTSS	Homeless
34.62%	28.21%	20.33%	4.21%	11.36%	42.31 %	20.33 %	2.01 %	6.41 %	4.03%	21.24%	33.88 %	21%	0

Currently, we have the following numbers of General education classrooms:

- 2 - Pre-K
- 1 - Early Childhood Special Education
- 5 - Kindergarten
- 5 - 1st grade
- 4 - 2nd grade
- 4 - 3rd grade
- 4 - 5th grade

Our current staffing includes:

- 2 - Resource Teachers
  - 1 Paraprofessional assigned to a specific student
- 1 - PACEE Special Education Teacher
  - 4 Paraprofessional positions - 2 are filled
- 1 - SEAC Special Education Teacher
  - 3 Paraprofessional positions - 2 are filled
- 1.5 - MTSS Interventionists
- 1.5 - MTA/Dyslexia Specialists
- 1 - Gifted & Talented Specialist
- .5 - Emergent Bilingual Specialist
- 1 - Librarian
- 1 - Counselor
- 1 - School Nurse
- 1 - Diagnostician

- 1 - Office Manager
- 2 - Front Office Assistants
- 2 Administrators: 1 AP, 1 Principal

Demographics Strengths

- We are a new campus in a fast growth corridor of Northwest ISD
- Students attending Perrin Elementary live in the following neighborhoods
  - Wildflower Ranch
  - Liberty Trails
  - Guy James Ranch
  - Neighborhoods off Sam Reynolds Rd
- 47% of our Teaching Staff came from Northwest ISD schools
- 80% of our Teaching Staff have 5 years or more of teaching experience

Problem Statements Identifying Demographics Needs

Problem Statement 1: Perrin Elementary opened the year over projections with 547 students. Our campus is predicted to add 200 students within the next two school years.   **Root Cause:** Perrin Elementary School is located in a fast-growth corridor.

Student Learning

Student Learning Summary

Perrin Elementary opened in the Fall of 2024. Our Growth data is a comparison of Fall 2023 to Fall of 2024

MAP Growth Data Fall 23- Fall 24

	2 Expected Growth	2 Observed Growth	3 Expected Growth	3 Observed Growth	4th Expected Growth	4th Observed Growth	5th Expected Growth	5th Grade Observed Growth
Reading	NA	NA	15	17 = 55%	10.6	11 = 57%	8.1	9 = 58%
Math	NA	NA	13.6	17 = 72%	11.7	12 = 56%	9.6	10 = 48%

STAAR Data Spring 2024 - Current Perrin student data is reported

STAAR Data	2023 3rd Grade Reading	2024 3rd Grade Reading	2023 4th Grade Reading	2024 4th Grade Reading	2023 5th Grade Reading	2024 5th Grade Reading
% Approaches and higher	NA	67%	NA	71%	NA	NA

Grade Level & Test	2023 3rd Grade Math	2024 3rd Grade Math	2023 4th Grade Math	2024 4th Grade Math	2023 5th Grade Math	2024 5th Grade Math
% Approaches and higher	NA	64%	NA	45%	NA	NA

mCLASS 2023 EOY Data not available as Perrin is a new campus

Student Learning Strengths

- Overall, students have shown growth this Fall on MAP assessments compared to last Fall
- 3rd grade students performed in the high achievement, high growth category on the 2023-2024 Spring MAP in Math
- 4th grade students performed in the high achievement, high growth category on the 2023-2024 Spring MAP in Reading

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): The following grade levels performed in the Lower Achievement, Lower Growth Category on the Spring 2023-204 MAP : - Math: 4th & 5th - Reading: 4th & 5th **Root Cause:** Students need to meet or exceed a year's growth in Math and Reading.

School Processes & Programs

School Processes & Programs Summary

- Perrin curriculum is driven by the Texas Essential Knowledge and Skills
  - Northwest ISD's District Scope and Sequence sequences standards-based learning
  - Curriculum Resources include:
    - Lucy Calkins, Heggerty, UFLI, Origo, Saavas, Imagine Math, Imagine Language and Literacy, iReady,
- Professional Learning is strategically planned based upon student data and campus goals within
  - Grade Level and Vertical PLCs
  - Thursday afternoon Professional Learning Meetings and Extended PLCs
  - Collaboration with Content Coaches and other specialists such as Special Education personnel and Interventionists
- Leadership and decision-making processes are collaborative and focused on goal attainment
  - Collaborative partners include the Assistant Principal, Instructional Leadership Team, Teachers, Service Providers, District Level Administrators, and Instructional Coaches
- Clear, consistent communication is provided to staff:
  - Weekly Staff Newsletters, The Kitty Chronicles, are sent to staff each Friday in preparation of the upcoming week
    - Categorical content includes: To Do, Week at a Glance, Upcoming Dates, Tidbits
    - The Kitty Chronicles streamline communication: they are cumulative each week to provide one place for staff to reference information - decreasing excessive emails for staff
  - ILT Minutes are recorded and shared with all staff within 24 hours of an ILT meeting
  - Weekly Administrative meetings are held focusing on Operational Items. Members include Administrators, Counselor, and Office Manager
- Organization & Context, Scheduling, Support Services, Extracurricular/cocurricular Opportunities
  - We have systems in place for planning, collaborating, professional learning
    - Utilization of Google Drive increases access and collaboration
    - Our Master Schedule is designed to facilitate large, uninterrupted instructional blocks of time and Math Acceleration at any grade level
    - 4th & 5th grade have a built in Intervention Time to meet needs and House Bill instructional minute requirements
    - Our Counselor provides emotional support services through Classroom Guidance Lessons, Daily Announcements, and in response to student needs
    - Special Education personnel provide support services according to IEPs

School Processes & Programs Strengths

Our strengths include:

- Goal focus
- Communication
- Systems in place promote strategic collaboration, targeted professional learning
- Our Behavior Framework hinges on the Core Values of Safe, Respectful, Responsible
  - All teachers have been trained on the Behavior Framework
- Classroom Walkthroughs focus on collecting evidence of campus goals
  - Teachers are provided written feedback
  - This data drives professional learning

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Teachers and staff are learning to implement highly functioning PLCs, instructional practices, and Behavior Framework.   **Root Cause:** Teachers and staff come to Perrin with a variety of previous experiences and expectations. are new to the campus and need to calibrate to meet campus expectations.

Perceptions

Perceptions Summary

Perrin Elementary School opened its doors in the Fall of 2024. We do not have any survey data to date.

Parents are engaging in the following ways:

- PTA Members
- Volunteering twice a week
- Acting as crossing guards each morning and afternoon since there is not an entity providing these services due to the school being in an unincorporated area

Teachers are involved in the following ways:

- Culture: Sunshine Committee, Behavior Framework Team
- Community: Family Outreach, Student Leadership, Video Announcements
- Academics: Instructional Leadership Team

Community partnerships & Volunteers:

- PTA Members
- Crossing Guards in the morning and afternoon since there is not an entity providing these services due to the school being in an unincorporated area
- Vendor opportunities at PTA events

Communication:

- Weekly Grade Level Newsletters via Parent Square
- Bi-monthly Campus Newsletters
- Direct messages and phone calls as needed

Perceptions Strengths

- PTA Executive Board Positions are filled
- PTA Membership continues to rise
- Curriculum Night was well-attended with over 50% of our students' families
- We hosted 386 grandparents for our Grandparents Lunch
- Crossing Guard volunteers daily

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): We are working to establish engagement systems and structures on campus with students, staff, and families.   **Root Cause:** As a new campus we hare building systems from the ground up

Priority Problem Statements

Problem Statement 1: The following grade levels performed in the Lower Achievement, Lower Growth Category on the Spring 2023-204 MAP : - Math: 4th & 5th - Reading: 4th & 5th

Root Cause 1: Students need to meet or exceed a year's growth in Math and Reading.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: Teachers and staff are learning to implement highly functioning PLCs, instructional practices, and Behavior Framework.

Root Cause 2: Teachers and staff come to Perrin with a variety of previous experiences and expectations. are new to the campus and need to calibrate to meet campus expectations.

Problem Statement 2 Areas: School Processes & Programs

Problem Statement 3: We are working to establish engagement systems and structures on campus with students, staff, and families.

Root Cause 3: As a new campus we hare building systems from the ground up

Problem Statement 3 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: MTSS, CBAs, mCLASS, MAP, STAAR

Strategy 1 Details	Reviews			
Strategy 1: Teachers will use data responsive small group instruction to meet students' needs in Tier 1 and 2 instruction	**Formative**			**Summative**
Strategy's Expected Result/Impact: Intentional instruction that builds and increases student understanding and application of skills.	**Nov**	**Jan**	**Mar**	**May**
Staff Responsible for Monitoring: Teachers, ILT Members, Administrators **Problem Statements:** Student Learning 1 - School Processes & Programs 1				
Strategy 2 Details	**Reviews**			
Strategy 2: Teachers will plan for and engage students in Learning Targets daily	**Formative**			**Summative**
Strategy's Expected Result/Impact: Students understand the purpose of their learning and be able to assess their progress against the target	**Nov**	**Jan**	**Mar**	**May**
Staff Responsible for Monitoring: Teachers, Administrators **Problem Statements:** Student Learning 1				
0% No Progress 100% Accomplished → Continue/Modify ✖ Discontinue				

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: The following grade levels performed in the Lower Achievement, Lower Growth Category on the Spring 2023-204 MAP : - Math: 4th & 5th - Reading: 4th & 5th   **Root Cause**: Students need to meet or exceed a year's growth in Math and Reading.

Perrin Elementary School
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School Processes & Programs
Problem Statement 1: Teachers and staff are learning to implement highly functioning PLCs, instructional practices, and Behavior Framework.   **Root Cause**: Teachers and staff come to Perrin with a variety of previous experiences and expectations. are new to the campus and need to calibrate to meet campus expectations.

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: Develop a customized campus-wide process for data collection			**Formative**		**Summative**
Strategy's Expected Result/Impact: Systematic progress monitoring that guides instructional decisions		**Nov**	**Jan**	**Mar**	**May**
Staff Responsible for Monitoring: Teachers, ILT Members, Administrators **Problem Statements:** Student Learning 1 - School Processes & Programs 1					
Strategy 2 Details			Reviews		
Strategy 2: Teachers will engage students in goal setting with specific action steps			**Formative**		**Summative**
Strategy's Expected Result/Impact: Students know current levels of performance, their goals, and specific actions steps to take to help them reach their goals		**Nov**	**Jan**	**Mar**	**May**
Staff Responsible for Monitoring: Teachers, Administrators **Problem Statements:** Student Learning 1					

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

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 1: The following grade levels performed in the Lower Achievement, Lower Growth Category on the Spring 2023-204 MAP : - Math: 4th & 5th - Reading: 4th & 5th **Root Cause**: Students need to meet or exceed a year's growth in Math and Reading.
School Processes & Programs
Problem Statement 1: Teachers and staff are learning to implement highly functioning PLCs, instructional practices, and Behavior Framework. **Root Cause**: Teachers and staff come to Perrin with a variety of previous experiences and expectations. are new to the campus and need to calibrate to meet campus 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: Classroom teachers will implement the components of the Emergent Tree Behavior Framework with fidelity focusing on the Core Values of Safe, Respectful, Responsible				**Formative**			**Summative**
				Nov	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Aligned expectations for students and teachers across all grade levels **Staff Responsible for Monitoring:** Teachers, Counselor, Administrators **Problem Statements:** Student Learning 1 - School Processes & Programs 1							

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

Performance Objective 3 Problem Statements:

Student Learning
Problem Statement 1: The following grade levels performed in the Lower Achievement, Lower Growth Category on the Spring 2023-204 MAP : - Math: 4th & 5th - Reading: 4th & 5th   **Root Cause**: Students need to meet or exceed a year's growth in Math and Reading.

School Processes & Programs
Problem Statement 1: Teachers and staff are learning to implement highly functioning PLCs, instructional practices, and Behavior Framework.   **Root Cause**: Teachers and staff come to Perrin with a variety of previous experiences and expectations. are new to the campus and need to calibrate to meet campus expectations.

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: New teachers and new to NISD teachers receive mentor support to hone teaching practices and effectiveness resulting in higher student achievement.		**Formative**			**Summative**
		Nov	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Support teaching staff as they transition to a new school district **Staff Responsible for Monitoring:** Mentor Coordinator, Mentors, District Mentors **Problem Statements:** School Processes & Programs 1					
0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue		

Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 1: Teachers and staff are learning to implement highly functioning PLCs, instructional practices, and Behavior Framework. **Root Cause**: Teachers and staff come to Perrin with a variety of previous experiences and expectations. are new to the campus and need to calibrate to meet campus expectations.

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: Grade level teams will engage in Weekly Professional Learning Communities	**Formative**			**Summative**
Strategy's Expected Result/Impact: Collaborative data analysis and intentional, responsive planning weekly within grade levels.	**Nov**	**Jan**	**Mar**	**May**
Staff Responsible for Monitoring: Teachers, ILT Members, Administrators **Problem Statements:** Student Learning 1 - School Processes & Programs 1				

Strategy 2 Details	Reviews			
Strategy 2: Teachers will engage in focused Vertical Professional Learning Communities once a Quarter	**Formative**			**Summative**
Strategy's Expected Result/Impact: Informed modifications to instructional practices and expectations that will positively impact student learning	**Nov**	**Jan**	**Mar**	**May**
Staff Responsible for Monitoring: Teachers, ILT, Administrators **Problem Statements:** School Processes & Programs 1				

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

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 1: The following grade levels performed in the Lower Achievement, Lower Growth Category on the Spring 2023-204 MAP : - Math: 4th & 5th - Reading: 4th & 5th   **Root Cause**: Students need to meet or exceed a year's growth in Math and Reading.
School Processes & Programs
Problem Statement 1: Teachers and staff are learning to implement highly functioning PLCs, instructional practices, and Behavior Framework.   **Root Cause**: Teachers and staff come to Perrin with a variety of previous experiences and expectations. are new to the campus and need to calibrate to meet campus expectations.

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: Teams will partner with district coaches for job-embedded professional learning to hone their craft based upon research-based practices to increase student learning and application of skills.		**Formative**		**Summative**
Strategy's Expected Result/Impact: Job embedded professional learning opportunities **Staff Responsible for Monitoring:** Teachers, ILT **Problem Statements:** Student Learning 1	**Nov**	**Jan**	**Mar**	**May**

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

Performance Objective 3 Problem Statements:

Student Learning
Problem Statement 1: The following grade levels performed in the Lower Achievement, Lower Growth Category on the Spring 2023-204 MAP : - Math: 4th & 5th - Reading: 4th & 5th **Root Cause**: Students need to meet or exceed a year's growth in Math and Reading.

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 communicate regularly about student learning and grade level information by sending weekly newsletters to families	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased awareness of learning and ways to partner at home **Staff Responsible for Monitoring:** Teachers, Administrators **Problem Statements:** Student Learning 1 - Perceptions 1	**Nov**	**Jan**	**Mar**	**May**

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

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: The following grade levels performed in the Lower Achievement, Lower Growth Category on the Spring 2023-204 MAP : - Math: 4th & 5th - Reading: 4th & 5th   **Root Cause**: Students need to meet or exceed a year's growth in Math and Reading.
Perceptions
Problem Statement 1: We are working to establish engagement systems and structures on campus with students, staff, and families.   **Root Cause**: As a new campus we hare building systems from the ground up

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: Classroom teachers will conduct daily Morning Meetings to facilitate Social Emotional Learning and Problem Solving opportunities.		**Formative**		**Summative**
Strategy's Expected Result/Impact: Morning Meetings will provide a platform for open communication within the classroom community. **Staff Responsible for Monitoring:** Teachers, Administrators **Problem Statements:** Student Learning 1 - Perceptions 1	**Nov**	**Jan**	**Mar**	**May**

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

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 1: The following grade levels performed in the Lower Achievement, Lower Growth Category on the Spring 2023-204 MAP : - Math: 4th & 5th - Reading: 4th & 5th   **Root Cause**: Students need to meet or exceed a year's growth in Math and Reading.
Perceptions
Problem Statement 1: We are working to establish engagement systems and structures on campus with students, staff, and families.   **Root Cause**: As a new campus we hare building systems from the ground up

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: Campus Newsletters will provide home connections to support Classroom Guidance Counseling and Social Emotional wellbeing.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase awareness of ways to extend social emotional learning at home. **Staff Responsible for Monitoring:** Counselor, Administrators **Problem Statements:** Perceptions 1	**Nov**	**Jan**	**Mar**	**May**
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Performance Objective 3 Problem Statements:

Perceptions
Problem Statement 1: We are working to establish engagement systems and structures on campus with students, staff, and families.   **Root Cause**: As a new campus we hare building systems from the ground up

Northwest Independent School District

Peterson Elementary School

2024-2025 Campus Improvement Plan

Core Beliefs

Kids come first.

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

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

Learning is influenced by environment.

Northwest ISD Vision

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

Northwest ISD Mission

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

O.A. Peterson Elementary School Mission

The mission of Peterson Elementary is to provide a collaborative learning community that prepares students for the future.

Table of Contents

Comprehensive Needs Assessment

Demographics

Demographics Summary

White	Hispanic	African American	2 or More Races	Asian	American Indian	Pacific Islander	Economically Disadvantaged	Special Education	504	Dyslexia	GT	EB	At-Risk	MTSS	Homeless
36%	28%	20%	7%	10%	1%	1%	43%	21%	4%	10%	4%	18%	37%	15%	.3%

This year, our current enrollment is projected at 640 students. We have 2 sections of full day PreK, two Early Childhood Special Education classrooms, two PACEE classrooms for students with communication needs, 5 sections of Kindergarten, 5 sections of 1st, 2nd, and 3rd grades, 4 sections of 4th grade, and 6 sections of 5th grade. 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, 2 Interventionists, 0.5 EL Specialist, 2.5 Dyslexia Specialists, 1 Behavior Interventionist, 1 Campus Instructional Teacher (instructional coach and student interventionist), 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: 11 SpEd, 2 PreK, and 3 Office. Our campus is designated as a Title 1 Campus due to our Economically Disadvantaged percentage.

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. The additional staff that we added this year to support our campus is helping us meet the needs of al of our students and give additional support to our staff.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Our instruction needs to adapt to the students we serve. **Root Cause:** Our economic disadvantage population and mobility rate have increased significantly over the past few years and our students are coming on many different levels.

Student Learning

Student Learning Summary

STAAR Comparisons

Last year our students participated in all three STAAR assessments. Our scores from 2023-2024 saw similar scores (within 3%) except 4th grade math which increased 8%, 5th grade science which decreased 6%, and 3rd grade reading which decreased 14%.

Grade Level & Test	2023 3rd Grade Reading	2024 3rd Grade Reading	2023 3rd Grade Math	2024 3rd Grade Math	2023 4th Grade Reading	2024 4th Grade Reading	2023 4th Grade Math	2024 4th Grade Math	2023 5th Grade Reading	2024 5th Grade Reading	2023 5th Grade Math	2024 5th Grade Math	2023 5th Grade Science	2024 5th Grade Science
% Approaches	76%	62%	65%	67%	86%	84%	63%	62%	83%	80%	74%	82%	61%	54%

mClass Data- Benchmark Comparison

This year our district implemented mClass for students in Kinder-Third Grade. Since this was the first year of implementation, teachers focused on giving the assessments with fidelity and ensuring that their phonemic instruction supported the areas that were assessed.

	Well Below Benchmark		Below Benchmark		At Benchmark		Above Benchmark	
	BOY	EOY	BOY	EOY	BOY	EOY	BOY	EOY
Kinder	17%	19%	18%	17%	28%	33%	37%	31%
First	25%	24%	18%	13%	31%	26%	26%	37%
Second	36%	31%	18%	13%	31%	26%	15%	30%
Third	26%	27%	14%	16%	26%	17%	34%	40%

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 Observed Growth
Readin	16	17	12.7	9	10	9	7.7	3

	2 Expected Growth	2 Observed Growth	3 Expected Growth	3 Observed Growth	4th Expected Growth	4th Observed Growth	5th Expected Growth	5th Observed Growth
Math	16.9	17	14.8	12	12.8	13	11.5	9
Science					7.7	8	7	7

Student Learning Strengths

4th and 5th grade has performed consistently on the STAAR assessment in Math and Reading over the past two years. 5th grade math moved to a TEKs focus last year which increased our passing rate on the math STAAR. 2nd-4th grade has been close to or met the expected growth on MAPs the past few years, and 2nd grade specifically has closed gaps in reading and math.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Some students are not making targeted growth across all of our assessments   **Root Cause:** Students and teachers need to track growth systematically throughout the year to ensure that all of our students are growing.

School Processes & Programs

School Processes & Programs Summary

Curriculum and Instruction

Last year we implemented the Heggerty Phonemic Awareness curriculum in PK-1st grade. Teachers use the workshop model for their ELA block using Read Alouds, Shared Reading, Conferencing and Guided Reading/Strategy Groups. Teachers use pre-assessments and reading data to create groups for students to target learning needs. In math, students participate in the problem solving block followed by a mini-lesson and math workshop every day. Students are given pre and post tests in math so that teachers can group students for mini-lessons and differentiate assignments. In the Spring, 3-5 math teachers used weekly TEKs assessments to target hot spots and group students for targeted instruction.

Teachers at O.A. Peterson follow the district curriculum and use Learning Targets based on the TEKS to drive their instruction. Formative and summative assessments are completed in each unit to measure what students have learned and reteach if necessary. Learning Targets and Success Criteria were used at the beginning of each lesson last year.

All of our students participate in lessons focused on student well being during morning meetings. Students and teachers use the Zones of Regulation to discuss how to regulate our emotions. Each classroom uses our Behavior Framework so that the campus has aligned expectations, feedback, and corrections. This year we celebrated student character and grade, classroom and individual achievements weekly at our Model Mustang Assembly. To encourage cultural awareness, our campus focused on different cultures and influential people each week on the announcements, and we had our second annual Multicultural Night in January 2023.

Personnel

This year we are welcoming 8 new staff members in growth and attrition positions. We are also adding Title 1 staff to support our campus: Behavior Interventionist, Community in Schools, Title 1 Interventionist, and a Title 1 Campus Instructional Teacher.

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 on Wednesday

and participate in planning on Tuesday during their conference time. Our SpEd, Dyslexia, Intervention 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 provided with a staff handbook and expectations.

Administrative

This is the sixth year for Mrs. Grimes to be our principal. She is the 5th principal since the school opened. Mrs. Kerley is continuing as our assistant principal. 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. Every door is locked throughout the day. Teachers carry their 'Go Bags' throughout the building and at recess and receive training on all of our safety procedures and drills at the beginning of the school year.

School Processes & Programs Strengths

Communication and decision-making is shared throughout our school. Staff and administrators have an effective feedback loop to ensure that all voices are heard within the school as decisions are made.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Teachers struggle to ensure that students have met the learning objective after each lesson which lessens student ownership of learning. **Root Cause:** Learning Targets and Success Criteria are posted and used at the start of the lesson, but we need to focus on using them during the lesson and lesson closure.

Problem Statement 2 (Prioritized): Students need consistent expectations, skill building and processes across all settings for behavior and social emotional health. **Root Cause:** Misalignment of Tier One Behavior Strategies and Classroom Procedures.

Perceptions

Perceptions Summary

Our staff participated in the Organizational Health Instrument survey last year. The survey results showed that our focus on communication and decision making last year positive affected our campus culture and climate. This year the survey showed that our organization needs to focus adaptability.

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 outside of our PTA is still low. PTA brought in numerous programs last year to celebrate our students during the school day and after school.

Perceptions Strengths

Our school culture and climate is positive and our staff and students are happy to come to OA Peterson every day.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Peterson staff and parents need clear and consistent communication to build strong relationships that support our students. **Root Cause:** Low parent involvement over the past few years and past challenges in team collaboration have contributed to a decrease in overall engagement and a sense of belonging within the school community. A continued focus on this area is critical to fostering a more inclusive and supportive environment for students, staff, and families.

Priority Problem Statements

Problem Statement 1: Our instruction needs to adapt to the students we serve.

Root Cause 1: Our economic disadvantage population and mobility rate have increased significantly over the past few years and our students are coming on many different levels.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Some students are not making targeted growth across all of our assessments

Root Cause 2: Students and teachers need to track growth systematically throughout the year to ensure that all of our students are growing.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Teachers struggle to ensure that students have met the learning objective after each lesson which lessens student ownership of learning.

Root Cause 3: Learning Targets and Success Criteria are posted and used at the start of the lesson, but we need to focus on using them during the lesson and lesson closure.

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: Peterson staff and parents need clear and consistent communication to build strong relationships that support our students.

Root Cause 4: Low parent involvement over the past few years and past challenges in team collaboration have contributed to a decrease in overall engagement and a sense of belonging within the school community. A continued focus on this area is critical to fostering a more inclusive and supportive environment for students, staff, and families.

Problem Statement 4 Areas: Perceptions

Problem Statement 5: Students need consistent expectations, skill building and processes across all settings for behavior and social emotional health.

Root Cause 5: Misalignment of Tier One Behavior Strategies and Classroom Procedures.

Problem Statement 5 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.

    Evaluation Data Sources: DRA, Running Records, mClass, MAPs, STAAR

Strategy 1 Details			Reviews		
Strategy 1: Teachers will plan for and deliver small group instruction in reading and writing using data from monthly reading level assessments, district and state assessments, and universal screeners.		**Formative**			**Summative**

Strategy's Expected Result/Impact: By May 2025, 80% of students will meet or exceed grade level expectations in reading as measured by running records and text level assessments and 100% of students will make at least a year's growth in literacy as measured by universal screeners, district and state assessments.
    Staff Responsible for Monitoring: interventionists and classroom teachers
 	
    Title I:
    2.4, 2.6
    Problem Statements: Student Learning 1
	Nov	**Jan**	**Mar**	**May**	

0% No Progress	100% Accomplished	Continue/Modify	Discontinue		

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: Some students are not making targeted growth across all of our assessments **Root Cause**: Students and teachers need to track growth systematically throughout the year to ensure that all of our students are growing.

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 plan for and deliver small group instruction supporting the TEKs in Reporting Category 2 for math using monthly formative checks and universal screeners.		**Formative**			**Summative**
		Nov	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: We will see a 10% increase in the number of students at the approaches or higher levels in reporting Category 2 (computations and algebraic relationships) as measured by formative, summative and state assessments. **Staff Responsible for Monitoring:** Teachers, CIT and administrators **Title I:** 2.4 **Problem Statements:** Student Learning 1					

Strategy 2 Details		Reviews			
Strategy 2: Teachers will utilize learning targets throughout each lesson to focus student learning and set a goal for each lesson.		**Formative**			**Summative**
		Nov	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Students will take ownership of their learning and know what they need to do to be successful each day. **Staff Responsible for Monitoring:** Adminsitrators **Title I:** 2.4, 2.5 **Problem Statements:** School Processes & Programs 1					

Strategy 3 Details		Reviews			
Strategy 3: Teachers will utilize small group instruction and student goal setting in math and reading.		**Formative**			**Summative**
		Nov	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Students will receive personalized learning experiences to ensure that they master the content being taught and make individual growth. **Staff Responsible for Monitoring:** teachers **Title I:** 2.5 **Problem Statements:** Demographics 1 - Student Learning 1					

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: Our instruction needs to adapt to the students we serve.   **Root Cause**: Our economic disadvantage population and mobility rate have increased significantly over the past few years and our students are coming on many different levels.

Student Learning
Problem Statement 1: Some students are not making targeted growth across all of our assessments   **Root Cause**: Students and teachers need to track growth systematically throughout the year to ensure that all of our students are growing.

School Processes & Programs
Problem Statement 1: Teachers struggle to ensure that students have met the learning objective after each lesson which lessens student ownership of learning.   **Root Cause**: Learning Targets and Success Criteria are posted and used at the start of the lesson, but we need to focus on using them during the lesson and lesson closure.

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.

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: Provide continuous support, guidance, and assistance for teachers new to OA Peterson through ongoing support from a campus mentor/buddy and monthly new staff check-ins.		**Formative**		**Summative**
Strategy's Expected Result/Impact: New staff will feel supported and included at OA Peterson. **Staff Responsible for Monitoring:** Administrators and mentor coordinator **Problem Statements:** Perceptions 1	**Nov**	**Jan**	**Mar**	**May**
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Performance Objective 1 Problem Statements:

Perceptions
Problem Statement 1: Peterson staff and parents need clear and consistent communication to build strong relationships that support our students.   **Root Cause**: Low parent involvement over the past few years and past challenges in team collaboration have contributed to a decrease in overall engagement and a sense of belonging within the school community. A continued focus on this area is critical to fostering a more inclusive and supportive environment for students, staff, and families.

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: Provide support, guidance, and assistance for teachers in meeting the needs of all students through support at PLCs from our CIT, Academic Interventionists, Behavior Interventionist, and Emergent Bilingual Support Specialist.		**Formative**			**Summative**
		Nov	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Staff will have the support they need so that they can meet the needs of all of the students in their classrooms. **Staff Responsible for Monitoring:** Administrators and support staff **Title I:** 2.6 **Problem Statements:** Perceptions 1					
0% No Progress 100% Accomplished → Continue/Modify ✖ Discontinue					

Performance Objective 2 Problem Statements:

Perceptions
Problem Statement 1: Peterson staff and parents need clear and consistent communication to build strong relationships that support our students.   **Root Cause**: Low parent involvement over the past few years and past challenges in team collaboration have contributed to a decrease in overall engagement and a sense of belonging within the school community. A continued focus on this area is critical to fostering a more inclusive and supportive environment for students, staff, and families.

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: Teams will set and monitor two goals that directly impact student performance during PLCs every month.				**Formative**			**Summative**
Strategy's Expected Result/Impact: Teams will build strong collegial relationships through a shared focus on student learning. **Staff Responsible for Monitoring:** Administrators **Title I:** 2.6 **Problem Statements:** Perceptions 1				**Nov**	**Jan**	**Mar**	**May**

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

Performance Objective 3 Problem Statements:

Perceptions
Problem Statement 1: Peterson staff and parents need clear and consistent communication to build strong relationships that support our students.   **Root Cause**: Low parent involvement over the past few years and past challenges in team collaboration have contributed to a decrease in overall engagement and a sense of belonging within the school community. A continued focus on this area is critical to fostering a more inclusive and supportive environment for students, staff, and families.

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: Encourage male authority figure involvement at OA Peterson with increased promotion of our Watch D.O.G.S. program.		**Formative**			**Summative**
		Nov	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Additional male volunteers on campus to support our students and staff. **Staff Responsible for Monitoring:** Administrators and counselors **Problem Statements:** Perceptions 1					

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

Performance Objective 1 Problem Statements:

Perceptions
Problem Statement 1: Peterson staff and parents need clear and consistent communication to build strong relationships that support our students.   **Root Cause**: Low parent involvement over the past few years and past challenges in team collaboration have contributed to a decrease in overall engagement and a sense of belonging within the school community. A continued focus on this area is critical to fostering a more inclusive and supportive environment for students, staff, and families.

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: Teachers will utilize reach and respond each day to monitor each student's emotional state and provide support for students who give an unfavorable response.		**Formative**			**Summative**
		Nov	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Staff will know students emotional state each day so that they can meet each student's academic needs. **Staff Responsible for Monitoring:** Teachers, administrators and counselors **Title I:** 2.5 **Problem Statements:** School Processes & Programs 2					
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue					

Performance Objective 2 Problem Statements:

School Processes & Programs
Problem Statement 2: Students need consistent expectations, skill building and processes across all settings for behavior and social emotional health. **Root Cause**: Misalignment of Tier One Behavior Strategies and Classroom Procedures.

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 campus will communicate with each other and stakeholders regularly using weekly newsletters, monthly positive contact to each student's parent/guardian, and weekly staff "hump day hooray" email.
    Strategy's Expected Result/Impact: Consistent communication will increase parent involvement, support Peterson students and build strong relationships that will strengthen our learning community.
    Staff Responsible for Monitoring: Teachers
 	
    Problem Statements: Perceptions 1
			Formative			**Summative**

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

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

Performance Objective 3 Problem Statements:

Perceptions
Problem Statement 1: Peterson staff and parents need clear and consistent communication to build strong relationships that support our students.   **Root Cause**: Low parent involvement over the past few years and past challenges in team collaboration have contributed to a decrease in overall engagement and a sense of belonging within the school community. A continued focus on this area is critical to fostering a more inclusive and supportive environment for students, staff, and families.

Northwest Independent School District

Prairie View Elementary School

2024-2025 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.

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.

Table of Contents

Comprehensive Needs Assessment

Demographics

Demographics Summary

Demographic Data Section:

White	Hispanic	African American	2 or More Races	Asian	Economically Disadvantaged	Special Education 15%	504	Dyslexia	GT	EB	At-Risk	MTSS	Homeless
34	49%	9%	5%	3%	62%	19%	2%	5%	5%	35%	56%		1.52%
-12	+4	+4	+3	+2	+8	+4	-5	-2	+2	+5	-2	31%	+1.2

 Data updated from Edugence on 9/11/24; 726 students

PVE is a Title 1 campus. Programs include Structured Learning Classroom (SLC) and dual language.

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 5 elementary Title I campuses in the district. Our current enrollment (beginning of 24-25) is 729 students.

Staffing is adjusted each year to meet campus needs based on enrollment and needed student services. In 2023-24 PVE staff consisted of 38 general education classroom teachers (11 of which are DL), 5 special education teachers, 3 elective teachers (Art, Music, and P.E.), 7 intervention support (Dyslexia, Interventionist, and Reading Recovery) teachers, .5 EB specialist and 1 gifted teacher. We have 1 diagnostician and one SLP with a contract SLP supporting with services. We have 1 principal, 1 assistant principal, 1 campus instructional teacher, 1 office manager, 1 counselor, 1 librarian, 1 nurse, and 2 paraprofessionals serving as office receptionist and attendance clerk. We have 13 instructional paraprofessionals. We have support staff shared with other campuses to serve our special education population including 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.

There are some significant programming and staffing changes being made for 24-25:

SEAC was moved off of our campus beginning this school year

Additional staff: Full time BI, 2nd Counselor, 2nd AP, ARD facilitator, Sped Clerk, growth positions include 1st, 3rd, 3rd DL, Sped Resource, PE Teacher, Sped para, campus assistant, AP, Counselor

Programs continuing in 24-25 include:

Special Education - Resource and SLC (life skills)

Dual Language- PK-5th Grade

Full Day PK

Title I

Support Systems in place: Campus Instructional Teacher, Communities in Schools, Intervention Specialists, EB Specialist, NISD shared support positions (instructional coaches, BI, sped positions, etc.)

Findings in data at time of CNA June 10, 2024:

- 93% Attendance (slight decrease - 22/23 - 94.03%, 23-24 - 92.93%); PK/K shows lowest attendance
- 21% Chronic Attendance (increased from 13%)
- Discipline Referrals - 6% (46/722 Students) - increased
- Discipline Suspensions - 2% (13 Ss out of 722 - 18 incident, 13/18 IEP)
- 7% Gifted and Talented
- High Risk (Emergent Tree) 8% Campus - 20% SPED
- Higher Retention of Staff 74% Retention from 47%

- 23-24 PVE held the highest homeless percentage of any NISD elementary campus

Demographics Strengths

Bilingual program continues to grow. 23-24 we added an additional Kinder and 2nd grade DL section, due to numbers. For 24-25 we will add an additional 3rd grade section. For 24-25, PK-3 will serve 2 sections and 4-5 will serve one.

Diverse student population

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Attendance decreased; chronic attendance increased.   **Root Cause:** Potentially lack of awareness of the importance of attendance in all grade

levels and the impact on student achievement.

Student Learning

Student Learning Summary

2024 EOY mClass	K	1	2	3
% On/Above Reading Level	60%	58%	41%	44%
% Met Growth Projection	69%	60%	70%	79%

mClass was a new measure for all NISD campuses in 23-24. We were hesitant initially due to lack of knowledge and understanding. As the year progressed, most teachers grew in comfort. Many stated near the EOY that they wish they had known earlier. This was a year of learning how to use the tool.

STAAR Data	2023 3rd Grade Reading	2024 3rd Grade Reading	2023 4th Grade Reading	2024 4th Grade Reading	2023 5th Grade Reading	2024 5th Grade Reading
% Approaches and higher	70%	57% English - 61% Spanish - 38%	70%	77% English - 76% Spanish - 100%	79%	68% English - 71% Spanish - 25%

Grade Level & Test	2023 3rd Grade Math	2024 3rd Grade Math	2023 4th Grade Math	2024 4th Grade Math	2023 5th Grade Math	2024 5th Grade Math
% Approaches and higher	55%	64% English - 65% Spanish - 40%	36%	49% English - 49% Spanish - 100%	58%	61% English - 63% Spanish - 17%

Students at PVE made inconsistent growth on their Spring 2024 STAAR tests. Reading scores show 2/3 grade levels dropping in overall achievement. Math scores reflect growth in all three grade levels.

MAP Growth Data Spring 23-24

	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	16	15 (14 Span)	12.9	8	10	4	7.9	2
Math	17.0	17	14.7	13	12.6	11	10.9	8

In most areas (excluding 2nd math), grade levels did not meet expected growth in either content area.

- MAPS: Low Achievement Low Growth in all areas same: Growth but not fast enough

- STAAR: 5th Grade Science: 61.76% did not meet up from 50% year before

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/MClass/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 (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 and specifically utilize data protocols to affect change in instruction. **Root Cause:** The amount of staff change during the last few years has created inconsistent understanding of district and school-wide expectations and/or curriculum. Professional development, communication, building relationships and consistency will increase achievement and decrease discipline.

School Processes & Programs

School Processes & Programs Summary

Implemented ET Behavior Framework Tier 1 during the 23-24 school year. No surprises in data reflection. Will need to focus on data collection and corrective to acknowledgement feedback in 24-25.

OHI Data Spring of 24 indicates that communication should be a focus to improve problem solving and goal focus. The Big 3 of OHI was emphasized at Leadership Academy based on NISD data and aligns to our need as well - cohesiveness, goal focus and adaptation.

The Leader in Me- school wide process; common language, paradigms/beliefs, habits, 4DX; MRA EOY 2024 surveys - student, staff and community - show growth in data

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: Focused on PD offered throughout the year to systematically grow staff.

Instructional Focus

MTSS Process (flowchart)

Spelling Bee

UIL

Host Education and Coaching CTE Pathway Education Interns - NHS

- Needs in discipline
- Needing training on more tiers (2 & 3) with the Emergent Tree
- Having a BI more visible - full time 24-25

School Processes & Programs Strengths

The Leader in Me- positive MRA results - show growth in all areas

School wide and Class wide Jobs (i.e. Flag, Reading Buddies, Leader Vision Announcements)

community service projects

NISD job fair - opportunity for hires - was able to hire from this opportunity in the 24-25 school year

PLC efforts - still room for growth in work
  - Lesson plans
  - Data
  - Consistent expectations

Additional Support Staff - interventionists, title 1 staff, CIT, district support staff - to support the work of the camp

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 and specifically utilize data protocols to affect change in instruction.   **Root Cause:** The amount of staff change during the last few years has created inconsistent understanding of district and school-wide expectations and/or curriculum. Professional development, communication, building relationships and consistency will increase achievement and decrease discipline.

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 various types of comm.

Problem Statement 3 (Prioritized): Implementing the ET Behavior Framework during the 23-24 school year created positive behavioral gains. However, Discipline Suspensions increased from 3-6% and 72% of incidents were students in special education. **Root Cause:** High focus on Tier 1 behaviors; need greater focus on tier 2 and/or 3

Perceptions

Perceptions Summary

OHI Data Spring 24 indicates that communication should be a focus to improve problem solving and goal focus.

MRA Spring 24 data:

- Teachers are feeling more supported/voices are being heard (showed growth by +13 points on LIM)
- LIM - Trusting Relationships (+5) and Empowering Teachers (+7)
- Community engagement (+3 , but still really low) and Interpersonal Effectiveness (+4, but still below 70)

Principal perception survey completed EOY with staff reflected 70% or higher favorable response in 7/9 categories.

- Multilingual communication to all families - More family/community involvement desired (how do we reach families that do not speak English or Spanish?)
- Need translator more readily available in front office
- Watch Dogs Program

Perceptions Strengths

General Education Teacher retention from 47 to 74% from Spring 23 to Spring 24.

Positive community turn-out for spring multicultural night - most attended event of the year

While still room for improvement, we saw:
Overall Growth with MRA results
Overall Growth with OHI

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (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 various types of comm.

Priority Problem Statements

Problem Statement 1: Not all students are demonstrating growth &/or achievement to the desired/required level, evidenced by EOY DRA/EDL/MClass/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 1: 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 1 Areas: Student Learning

Problem Statement 2: 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 and specifically utilize data protocols to affect change in instruction.

Root Cause 2: The amount of staff change during the last few years has created inconsistent understanding of district and school-wide expectations and/or curriculum. Professional development, communication, building relationships and consistency will increase achievement and decrease discipline.

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

Problem Statement 3: 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 3: 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 various types of comm.

Problem Statement 3 Areas: School Processes & Programs - Perceptions

Problem Statement 4: Implementing the ET Behavior Framework during the 23-24 school year created positive behavioral gains. However, Discipline Suspensions increased from 3-6% and 72% of incidents were students in special education.

Root Cause 4: High focus on Tier 1 behaviors; need greater focus on tier 2 and/or 3

Problem Statement 4 Areas: School Processes & Programs

Problem Statement 5: Attendance decreased; chronic attendance increased.

Root Cause 5: Potentially lack of awareness of the importance of attendance in all grade levels and the impact on student achievement.

**Problem Statement 5 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: Monthly progress monitoring of all students in reading to analyze student progress and need and determine next steps with intentional focus on targeted student group				**Formative**			**Summative**
				Nov	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Increased student performance and increased knowledge of teachers knowing student current level of performance **Staff Responsible for Monitoring:** teachers, support staff, administrators **Title I:** 2.4, 2.6 - **Targeted Support Strategy** **Problem Statements:** Student Learning 1, 2 - School Processes & Programs 1							
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue							

Performance Objective 1 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/MClass/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: 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 and specifically utilize data protocols to affect change in instruction.   **Root Cause**: The amount of staff change during the last few years has created inconsistent understanding of district and school-wide expectations and/or curriculum. Professional development, communication, building relationships and consistency will increase achievement and decrease discipline.

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 and specifically utilize data protocols to affect change in instruction. **Root Cause**: The amount of staff change during the last few years has created inconsistent understanding of district and school-wide expectations and/or curriculum. Professional development, communication, building relationships and consistency will increase achievement and decrease discipline.

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: Monthly progress monitoring of all students in math to analyze student progress and need and determine next steps with intentional focus on targeted student group	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Increased student performance and increased knowledge of teachers knowing student current level of performance **Staff Responsible for Monitoring:** teachers, support staff, administrators **Title I:** 2.4, 2.6 - **Targeted Support Strategy** **Problem Statements:** Student Learning 2 - School Processes & Programs 1				
Strategy 2 Details	**Reviews**			
Strategy 2: PVE classrooms will implement the use of learning targets daily in the core content areas (planned, displayed, instructionally utilized and aligned to the curriculum).	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Deeper teacher knowledge of learning standards and success criteria; increased student performance **Staff Responsible for Monitoring:** teachers, support staff, administrators **Title I:** 2.4, 2.5, 2.6 - **Targeted Support Strategy** **Problem Statements:** Student Learning 1				

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

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/MClass/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: 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 and specifically utilize data protocols to affect change in instruction.   **Root Cause**: The amount of staff change during the last few years has created inconsistent understanding of district and school-wide expectations and/or curriculum. Professional development, communication, building relationships and consistency will increase achievement and decrease discipline.

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 and specifically utilize data protocols to affect change in instruction.   **Root Cause**: The amount of staff change during the last few years has created inconsistent understanding of district and school-wide expectations and/or curriculum. Professional development, communication, building relationships and consistency will increase achievement and decrease discipline.

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: Use of Principal's Book of the Month to build student connections to "life ready" through Leader In Me paradigms or habits and/or Emergent Tree core values		**Formative**			**Summative**
		Nov	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: increased student awareness of life skills/student ownership **Staff Responsible for Monitoring:** teachers, support staff, administrators **Title I:** 2.5, 2.6 - **Targeted Support Strategy** **Problem Statements:** School Processes & Programs 2, 3 - Perceptions 1					
0% No Progress 100% Accomplished → Continue/Modify ✖ Discontinue					

Performance Objective 3 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 various types of comm.
Problem Statement 3: Implementing the ET Behavior Framework during the 23-24 school year created positive behavioral gains. However, Discipline Suspensions increased from 3-6% and 72% of incidents were students in special education.   **Root Cause**: High focus on Tier 1 behaviors; need greater focus on tier 2 and/or 3
Perceptions
Problem Statement 1: 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 various types of comm.

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: Principal will seek and respond to perception data from staff a minimum of 4 times throughout the year.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased principal understanding and teacher's sense of belonging; increase in cohesion	**Nov**	**Jan**	**Mar**	**May**
Staff Responsible for Monitoring: principal, leadership team **Title I:** 2.6				

0%	No Progress	100%	Accomplished	→	Continue/Modify	✕	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 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: Campus PD and Team PLC topics will intentionally align to and support PVE goals, therefore equipping and empowering teacher ownership.		**Formative**			**Summative**
		Nov	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: increased level of support, development and ownership for all teachers **Staff Responsible for Monitoring:** team leads, teachers, support staff, administrators **Title I:** 2.4, 2.5, 2.6 - Targeted Support Strategy **Problem Statements:** Student Learning 2 - School Processes & Programs 1					
0% No Progress 100% Accomplished → Continue/Modify ✖ Discontinue					

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 2: 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 and specifically utilize data protocols to affect change in instruction.   **Root Cause**: The amount of staff change during the last few years has created inconsistent understanding of district and school-wide expectations and/or curriculum. Professional development, communication, building relationships and consistency will increase achievement and decrease discipline.

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 and specifically utilize data protocols to affect change in instruction.   **Root Cause**: The amount of staff change during the last few years has created inconsistent understanding of district and school-wide expectations and/or curriculum. Professional development, 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: Timely use of summative assessments via data protocols to determine instructional next steps (2/9 PLCs per quarter) with intentional focus on targeted student group		**Formative**			**Summative**
		Nov	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: teacher professional growth with understanding and use of student data; improved instructional practices; increased student achievement **Staff Responsible for Monitoring:** team leads, teachers, support staff, administrators **Title I:** 2.4, 2.6 - **Targeted Support Strategy** **Problem Statements:** Student Learning 1, 2 - School Processes & Programs 1					
0% No Progress	100% Accomplished	→ Continue/Modify		✖ Discontinue	

Performance Objective 3 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/MClass/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: 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 and specifically utilize data protocols to affect change in instruction.   **Root Cause**: The amount of staff change during the last few years has created inconsistent understanding of district and school-wide expectations and/or curriculum. Professional development, communication, building relationships and consistency will increase achievement and decrease discipline.

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 and specifically utilize data protocols to affect change in instruction.   **Root Cause**: The amount of staff change during the last few years has created inconsistent understanding of district and school-wide expectations and/or curriculum. Professional development, 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: Use of communication to empower parents to be involved in educational process via grade level events, information about content/performance, attendance, LIM and Core Values.				**Formative**			**Summative**
				Nov	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: increased shared ownership of student success; increased engagement **Staff Responsible for Monitoring:** teachers, support staff, administrators **Title I:** 4.2 **Problem Statements:** School Processes & Programs 2 - Perceptions 1							

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

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 various types of comm.
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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: 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.		**Formative**			**Summative**
		Nov	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: increased sense of belonging and ownership **Staff Responsible for Monitoring:** administrators, leadership team, action team leads **Title I:** 2.6 **Problem Statements:** Demographics 1 - School Processes & Programs 2 - Perceptions 1					
0% No Progress	100% Accomplished	Continue/Modify		Discontinue	

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: Attendance decreased; chronic attendance increased.   **Root Cause**: Potentially lack of awareness of the importance of attendance in all grade levels and the impact on student achievement.
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 various types of comm.
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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: Increase ratio of acknowledgement to corrective feedback (tier 1 emergent tree); a minimum of 3 cycles of data collection, sharing, reflection, determining actionable steps	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: strengthen the emotional well-being of all **Staff Responsible for Monitoring:** teachers, support staff, administrators, behavior team **Title I:** 2.6 **Problem Statements:** School Processes & Programs 3				

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

Performance Objective 3 Problem Statements:

School Processes & Programs
Problem Statement 3: Implementing the ET Behavior Framework during the 23-24 school year created positive behavioral gains. However, Discipline Suspensions increased from 3-6% and 72% of incidents were students in special education. **Root Cause**: High focus on Tier 1 behaviors; need greater focus on tier 2 and/or 3

Northwest Independent School District

Roanoke Elementary School

2024-2025 Campus Improvement Plan

Core Beliefs

Kids come first.

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

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

Learning is influenced by environment.

Northwest ISD Vision

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

Northwest ISD Mission

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

Table of Contents

Comprehensive Needs Assessment

Demographics

Demographics Summary

Demographic Data Section:

White	Hispanic	African American	2 or More Races	Asian	Economically Disadvantaged	Special Education	504	Dyslexia	GT	EB	At-Risk	MTSS	Homeless
35%	44%	5%	4%	11%	33%	15%	1%	5%	7%	41%	48%	6%	.001%

Being one of three bilingual elementary campuses in 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 with one PACEE classroom for the campus, as district numbers increase.

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.

We have a 90% retention rate with our faculty and a low mobility rate.

Over 80% of our students demonstrated growth from MOY to EOY Mclass/MAP in 5 out of 6 grade levels.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Students in our GT programs are not showing annual growth in reading or math. **Root Cause:** Students are able to pass an exam and demonstrate mastery at 80% or more; however they are not showing growth.

Problem Statement 2: Some students have gaps in learning when they miss days of instruction or do not start the day with their peers. **Root Cause:** Campus interventions for attendance are not outweighing the number of tardies or absences due to vacations.

Problem Statement 3 (Prioritized): There is a large discrepancy in achievement and growth scores between our monolingual and bilingual students. **Root Cause:** Many of our bilingual students are new to the country. Additionally, our teachers are teaching two curriculums, reflected in their planning process.

Student Learning

Student Learning Summary

2024 EOY mClass	K	1	2	3	4	5
% On/Above Reading Level	79%	68%	63%	67%	███	███
% Met Growth Projection	85%	83%	87%	77%	███	███

Evaluation of our on level reading students is at the forefront of our minds. We see a large discrepancy between students who are reading on level and those showing growth. A vast majority of our students met the growth projection rates according to Mclass. Students in 3rd grade did see a slight dip as compared to k-2 but they also take MAP testing that showed higher growth progress.

STAAR Data	2023 3rd Grade Reading	2024 3rd Grade Reading	2023 4th Grade Reading	2024 4th Grade Reading	2023 5th Grade Reading	2024 5th Grade Reading
% Approaches and higher	88%	85%	91%	86%	97%	91%

Grade Level & Test	2023 3rd Grade Math	2024 3rd Grade Math	2023 4th Grade Math	2024 4th Grade Math	2023 5th Grade Math	2024 5th Grade Math
% Approaches and higher	73%	82%	74%	61%	91%	86%

Student performance on STAAR stayed stagnant from 2023-2024, except for 5th grade math which saw an increase. 4th grade math saw a decrease. It is noteworthy that the passing standard set by the state remained the same as the previous year. Additionally, 4th-grade math scores will drive our intervention needs throughout the year.

MAP Growth Data Spring 23- Spring 24

	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	16 (Fall 23)	16 (Fall 23)	11	12	8	6	6	6
Math	16 (Fall 23)	17 (Fall 23)	12	16	10	7	10	9

Students in grade 3 exceeded the expected growth in math and reading. Students in grade 5 performed at a lateral level for the year. Students in grade 4 reading and math had the largest gap between expected and observed growth, falling under the target.

Student Learning Strengths

In 2023-2024, students and teachers developed a deep understanding of achievement and growth data. Students and teachers tracked growth measures in weekly meetings and created goals around the students' growth. During this time, students were held accountable to evaluate their academic progress and create action steps with teachers to watch their goals evolve to success. Students across the campus can not only set a goal but articulate how to achieve the goal. This helped us maintain high passing standards and create a foundation for many years to come. Students in 3rd grade and 5th-grade math met major success on the state exam. Students in K-2 reached beyond our goal of 80% showing a year's growth via Mclass.

This year teachers are taking a deeper look at formative assessments and are focusing on historical hotspots. Coupling these two will help students and teachers to fine tune instruction thus resulting in higher growth for all students.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Most of our learning addresses the mainstream learner and learning style.   **Root Cause:** Most lessons on campus are taught in a whole group format. Only about 10% of our teachers utilize a consistent small-group instruction framework.

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. Our teacher-created cohort allows teachers to develop a math and reading problem of practice and address this from the root level. The teachers selected where they felt most connected and started looking at historical data to determine where the most impact would be felt.

At Roanoke, we believe every teacher has a voice. At the end of last year, we did a survey that helped us to shape our needs and celebrations for this school year. We determined to laser our focus around formative assessments connected to learning targets. We started this focus by calendaring our faculty meetings and PLC so that the focus is progressive and can be immediately transferred back to the classrooms. We are ensuring that these meetings are led by our own faculty specialists, district coaches, and campus leaders.

We have divided the leadership teams into OLT and ILT teams to help with clarity around roles. Our OLT handles daily operations, trips, events, and schedules. Our ILT focuses on the aforementioned focuses of Learning Targets and Formative Assessments. Additionally, we are building leadership capacity and these leaders have created action steps for their teams and report back on the progress of goals.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Students to not move from tier three often.   **Root Cause:** Students are not spending enough time in a tier 2 format or small group to concrete learning or close gaps in learning.

Problem Statement 2 (Prioritized): Students are not achieving at the same level as they have in previous years.   **Root Cause:** Teachers need training on formative assessments.

Perceptions

Perceptions Summary

We feel that our OHI shows that we are allowing teachers autonomy to practice the best instruction for our students based on professional evaluation within the confines of our district structures. We are committed to growing students and show that through our goal-focused attitude and commitment to cohesion, we will achieve growth. As a campus, we have restructured our teams to ensure that we are paired with teachers who have similar interests and teaching styles. Further, we have built opportunities this year for our teachers to display their learning for our faculty to continue growing with and through one another. We have restructured our meeting schedule to ensure that we have a balance on home and after-school commitments. As a campus, we have narrowed our focus to rollover from the year before ensuring that learning was not wasted but improved upon and aligned our goals with the district initiatives.

We have also opened up room moms, copy moms and various roles on the campus to ensure that all levels of voulenteering are explicilty stated and valued.

Perceptions Strengths

The campus excels at providing a welcoming environment for students, staff, and families. Challenges are viewed as opportunities for improvement. Currently, we host at least one community event a month. We post this information at the start of the school year to ensure that as many working families can attend as possible. We have opened up opportunities for all families to join PTA, and we won the award last year for "every voice for every child".

We host coffee talks each month with different grade levels allowing parents to come in and ask questions with all administrators and spend about 15 minutes being apart of the classroom.

We have a spot for parents to share our positives on the campus and we read these aloud at faculty meetings. At this point, I have been able to read at least one positive note for each meeting.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Opportunities for volunteers and family engagement have been limited.   **Root Cause:** Creative opportunities for family engagement may provide additional chances outside of PTA for a strong partnership with families.

Priority Problem Statements

Problem Statement 1: Students in our GT programs are not showing annual growth in reading or math.

Root Cause 1: Students are able to pass an exam and demonstrate mastery at 80% or more; however they are not showing growth.

Problem Statement 1 Areas: Demographics

Problem Statement 2: There is a large discrepancy in achievement and growth scores between our monolingual and bilingual students.

Root Cause 2: Many of our bilingual students are new to the country. Additionally, our teachers are teaching two curriculums, reflected in their planning process.

Problem Statement 2 Areas: Demographics

Problem Statement 3: Most of our learning addresses the mainstream learner and learning style.

Root Cause 3: Most lessons on campus are taught in a whole group format. Only about 10% of our teachers utilize a consistent small-group instruction framework.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: Opportunities for volunteers and family engagement have been limited.

Root Cause 4: Creative opportunities for family engagement may provide additional chances outside of PTA for a strong partnership with families.

Problem Statement 4 Areas: Perceptions

Problem Statement 5: Students are not achieving at the same level as they have in previous years.

Root Cause 5: Teachers need training on formative assessments.

Problem Statement 5 Areas: School Processes & Programs

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 data

Strategy 1 Details			Reviews			
Strategy 1: Use teacher-created formative reviews (quick checks) in a manner to show progress on designated TEKS thus resulting in overall incremental gains.			**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased levels of student performance and achievement			**Nov**	**Jan**	**Mar**	**May**
Staff Responsible for Monitoring: Classroom teachers, interventionists, campus leadership team and administrators						
Strategy 2 Details			Reviews			
Strategy 2: Roanoke Elementary will ensure that small group instruction in reading and phonics takes place four days a week based on individual reading needs with supporting data from the monthly quick checks.			**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase student understanding of a skill or targeted area in reading.			**Nov**	**Jan**	**Mar**	**May**
Staff Responsible for Monitoring: Classroom teacher						
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue						

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, 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/ BOY Mclass, and track this goal through the course of the year.	**Formative**			**Summative**
	Nov	Jan	Mar	May
Strategy's Expected Result/Impact: Improved levels of student growth across the campus. **Staff Responsible for Monitoring:** Classroom teachers, campus leadership team, administrators				

Strategy 2 Details	Reviews			
Strategy 2: Participate with campus coaches in 2 extended PLCs and various planning meetings; to evaluate traditional hotspots and campus areas of weakness to create strategic lessons.	**Formative**			**Summative**
	Nov	Jan	Mar	May
Strategy's Expected Result/Impact: Increase growth for grade level misconceptions **Staff Responsible for Monitoring:** coaches, administration, campus teachers				

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 their progress.	**Formative**			**Summative**
	Nov	Jan	Mar	May
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				

Strategy 4 Details	Reviews			
Strategy 4: Each PK-5 team will meet weekly with a Professional Learning Community (PLC) agenda and the planning document; which includes a review of student data and formative assessments to drive instructional decisions and improve student outcomes.	**Formative**			**Summative**
	Nov	Jan	Mar	May

Strategy's Expected Result/Impact: To ensure that students are growing at least a years worth of growth in all content areas.
    Staff Responsible for Monitoring: All campus leaders
 	
    Problem Statements: School Processes & Programs 2				

Strategy 5 Details		Reviews			
Strategy 5: During each unit, 90% of students will demonstrate improvement in understanding the targeted low TEK as measured by routine formative assessments which are administered biweekly.		**Formative**			**Summative**
		Nov	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Historical low SE's will diminish and gaps will be filled. **Staff Responsible for Monitoring:** All teachers and specialist					

Strategy 6 Details		Reviews			
Strategy 6: 100% of teachers will display and annotate TEK based learning targets using the district format		**Formative**			**Summative**
I will So that I can		**Nov**	**Jan**	**Mar**	**May**

I'll know I have it when
 on a daily basis.
 	
     Strategy's Expected Result/Impact: clarity in instructions
     Staff Responsible for Monitoring: Administration/team leaders					

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

Performance Objective 2 Problem Statements:

School Processes & Programs
Problem Statement 2: Students are not achieving at the same level as they have in previous years.   **Root Cause**: Teachers need training on formative assessments.

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 exposure.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase student awareness	**Nov**	**Jan**	**Mar**	**May**

0% No Progress   100% Accomplished   → Continue/Modify   ✗ 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: 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 for staff education.				**Formative**			**Summative**
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				**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, campus outings.				**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased staff morale and staff retention rates **Staff Responsible for Monitoring:** Campus administrators				**Nov**	**Jan**	**Mar**	**May**

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

Strategy 2 Details	Reviews			
Strategy 2: Teams will share and celebrate successes based on their team goals at faculty meetings.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Align success and instrcutional strengths in the campus. **Staff Responsible for Monitoring:** Admin	**Nov**	**Jan**	**Mar**	**May**

0% No Progress	100% Accomplished	→ Continue/Modify ✗ 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 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.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Show each employee a level of respect and value. **Staff Responsible for Monitoring:** Erin Appling		**Nov**	**Jan**	**Mar**	**May**
Strategy 2 Details		**Reviews**			
Strategy 2: Provide intentional opportunities for faculty to expand and share their knowledge around topics they feel will better support students.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Grow faculty members to feel connected and valued. **Staff Responsible for Monitoring:** All faculty		**Nov**	**Jan**	**Mar**	**May**

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

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).	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Increased pride and understanding of the Ranger Way, increased partnerships with community members, increased visibility in the community, increased participation in school wide events and volunteer base **Staff Responsible for Monitoring:** Campus administrators and all staff members				
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

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**

Strategy 2 Details		Reviews			

Strategy 2: We will provide consistent feedback on student behavior by utilizing behavior feedback systems to review and address behavioral data at weekly team meetings.
    Strategy's Expected Result/Impact: Reduce un productive behavior to keep instruction moving forward. Our aim is to improve positive behavior recognition and reduce negative behavior incidents by 10% each semester as measured by signatures in the behavior binder.
    Staff Responsible for Monitoring: All staff
		Formative			**Summative**

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

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

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 will be streamlined to help teachers and staff to 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: Create 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**

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

Addendums

ROANOKE ELEMENTARY

2022-23

Instructional Focus

NISD Priority Goals

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

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

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

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

2022-23 Campus Goal(s)

To improve student performance and close learning gaps through quality Tier 1 instruction.

Why this Goal?
● Measurable decline in STAAR scores, at Masters andApproaches levels (based on a decreased passing standard).
● DRA levels are not in alignment with performance on EOY student achievement assessments. ● Disruptions to the student learning process as a result of school closures, quarantine, and limited structured social interactions.
● Students have had limited opportunities to receive personalized

instruction during the 2021-2022 school year.
- Increased number of students in Tier 2, Tier 3, and in Special Populations.

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

Align and implement instruction and assessments to the standards using a variety of informal and formal strategies to improve effectiveness and outcomes throughout the learning cycle.

Theory of Action
(Anchored in the NISD Instructional Framework)

| *We are Map Makers and Meaning Makers.*

These layers to our map will help us improve our Instructional Challenge (POP) this year: | If we,
Use our PLC time to design and implement reliable assessments that are aligned and at the appropriate depth of the standard.

And if we,
Use our PLC time to utilize data, such as common assessments and student work to drive planning and inform instruction

And if we,
Provide feedback to students using success criteria, such as rubrics, exemplars, and checklists to clarify progress toward goals

And if we,
Revise our PLC agenda to include a peer observation cycle and a review of the campus instructional focus

Then these are the changes we expect to see in ourselves and our students:
• Increase in levels of mastery across a variety of end of the year achievement assessment.
• More timely classroom interventions to address learning misconceptions.
• More challenging and rigorous classroom instruction across the grade level.
• An increased confidence and engagement among campus staff. |

ACTION PLAN

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

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

Action Step	Who will be involved? What is our time frame?	How will we monitor our progress?
Intro to Instructional Focus (PoP) 22-23 - Create a visual to use at PLC	Diaz, King Team Leaders Core Team BOY PD	We will utilize our campus professional learning plan to monitor our progress and hold ourselves accountable to the campus leadership team.
Backwards Design - Standards - ReliableAssmts (Depth)	District Coaches BOY PD and follow up in PLC	
Protocols for PLC - Norms - Data Review	Team Leaders BOY PD	
Replicate Data process in Team PLC with EOY Data for PK-5th	Team Leaders	Teams will reflect on their use of standards - based instructional planning quarterly.
Feedback for Ss - Rubrics, - Checklist - Exemplars	Classroom Teachers PLC	
Guide to Giving Me Fdbk	King, Diaz Whole Staff BOY PD	
Peer Observation Cycle	Instructional Coaches King, Diaz 2nd 9 wks - Ask Coaches for process Rollout during Thurs PD in grade bands/clusters,	

Northwest Independent School District

Schluter Elementary School

2024-2025 Campus Improvement Plan

Vision

Core Beliefs

Kids come first.

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

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

Learning is influenced by environment.

Northwest ISD Vision

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

Northwest ISD Mission

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

Carl E. Schluter Elementary School Vision

Carl E. Schluter Elementary School Mission Statement

Schluter Elementary is preparing today's learners to be tomorrow's leaders by partnering with our families and community to ensure all students achieve their highest degree of personal and academic success.

Table of Contents

Comprehensive Needs Assessment

Demographics

Demographics Summary

White	Hispanic	African American	2 or More Races	Asian	Economically Disadvantaged	Special Education	504	Dyslexia	GT	EB	At-Risk	MTSS	Homeless
55%	21%	11%	9%	6%	21%	22%	6%	5%	9%	10%	26%	13%	2

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.

Currently, Schluter serves 741 students from Haslet and parts of Fort Worth. We are located in a fast growth area. Our student population and diversity grow and change each year.

Current Staffing:

2 PreK Classrooms

6 Kindergarten

5 First Grade

6 Second Grade

6 Third Grade

5 Fourth Grade

5 Fifth Grade

1 Early Childhood Special Education Classroom with 2 ECSE paraprofessionals

1 SEAC specialized unit with 3 SEAC paraprofessionals

1 SLC specialized unit with 3 SLC paraprofessionals

3 Special Education Resource Teachers with 2 paraprofessionals

1 MTSS Interventionist

1 EB Interventionist (shared with another campus)

2 Dyslexia Specialists

1 GT Specialist

3 AMP Teachers (1 Art, 1 Music, 1 PE) with one Fine Arts paraprofessional

1 Library Specialist

2 Speech Teachers

1 Diagnositician, 1 ARD Facilitator

1 Behavior Interventionist (shared with other campuses), 1 SEAC Behavior Interventionist (shared with other campuses)

1 Counselor

3 Front Office Staff with 1 Office Manager

1 Assistant Principal and 1 Principal

Demographics Strengths

The following have been identified as demographic strengths.

Staff Strengths:

- Returning staff members: 65
- Mentors & Buddies: 3 Mentors & 8 Buddies for certified staff; 3 Buddies for new paraprofessionals
- Curriculum Writers: 6 NISD Curriculum Writers
- NISD Leadership Pathways: 1 teacher participating in NISD Leadership Pathways
- Our campus has now served as a model campus for New Teacher Academy for 6 years. New teachers from across the district spend days at our campus each year learning from the model teachers in our classrooms.
- 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 SEL Committee. In addition, we have special events that each have a Committee to plan it.
- 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 with 1 Behavior Interventionist that is on campus 2-3 days per week
- 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. They bring family events that are free of charge for our community.
- For our first campus event, we are hosting a Student Success Night which will inform parents on how to best support their student for each grade level. In addition, there will be a PTA meeting and information about volunteering for 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 Schluter's student population continues to grow and change, students in our special education programs and those considered at-risk are performing below expectations on state and district assessments and/or not meeting growth expectations.   **Root Cause:** The academic and behavioral needs of our students are increasing in our at-risk and special education population.

Problem Statement 2 (Prioritized): Through Schluter's Social Well Being and Positive Behavior Supports committees, we are working to align expectations and equip teacher with tools to support these evolving needs.   **Root Cause:** As Schluter's community grows and changes in students and staff, we see an increased need for tiered behavior support and social well being supports for all students.

Student Learning

Student Learning Summary

2024 EOY mClass	K	1	2	3
% On/Above Reading Level	96%	73%	82%	81%
% Met Growth Projection	89%	74%	79%	78%

STAAR Data	2023 3rd Grade Reading	2024 3rd Grade Reading	2023 4th Grade Reading	2024 4th Grade Reading	2023 5th Grade Reading	2024 5th Grade Reading
% Approaches and higher	60%	92%	90%	89%	92%	96%

Grade Level & Test	2023 3rd Grade Math	2024 3rd Grade Math	2023 4th Grade Math	2024 4th Grade Math	2023 5th Grade Math	2024 5th Grade Math
% Approaches and higher	89%	83%	78%	77%	57%	87%

MAP Growth Data Spring 23- Spring 24

	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	15.7	14	10.4	12	6.8	6	5.7	5
Math			11.9	14	10.3	10	9.2	7

Student Learning Strengths

- mCLASS data improvement after teacher understanding and PLCs with content coaches to work on implementation and understanding the data
- Reading STAAR scores continue to be a strength with 89-96% of students scoring approaches or higher
- MAP - 3rd grade exceeded the projected growth expectations when observing the data from Spring 23-Spring 24
- 74 % or more students in K-3 "met growth projection" for mCLASS at EOY
- 73% or more students in K-3 met their growth projection for being on level at end of year for their text level

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Teachers need to analyze data to align progress monitoring processes that will track academic growth in both math and reading througout the

school year. This will ensure one year's growth in reading is seen while also seeing an increase in our "meets" category by 10 percent for math.   **Root Cause:** Students need personalized instruction in small groups informed by data, including formative assessments and diagnostics, to ensure the academic needs of all learners are being met - learning gaps are being closed and students performing above grade level are all making one year's growth.

Problem Statement 2 (Prioritized): Learning targets are consistently posted in classrooms but students are not able to verbalize their understanding of how the targets align with the content being learned.   **Root Cause:** Schluter teachers are working to align how learning targets are utilized for team planning and how they are presented in student-friendly language.

Problem Statement 3 (Prioritized): Our Science STAAR data shows that Schluter needs to monitor multiple data points to assess mastery of Science TEKS, in addition to MAP assessments.   **Root Cause:** Map achievement data did not correlate to Schluter passing percentages for Science STAAR.

School Processes & Programs

School Processes & Programs Summary

Recruitment & Support:

- Added 9 new staff for the 2024-2025 school year.
- Mentor and buddy program that supports new and new to NISD teachers their first two years.
- New Teacher Academy Instruction Campus

Curriculum, Instruction, Professional Development:

- Weekly PLC/District PLC
- Thursday Professional Development
- District Coaching Support
- Campus and district professional development offered throughout the year and over the summer.

Leadership & Decision-Making Processes:

- Committees include: Instructional Leadership Team, Operational Leadership Team, Positive Behavior Supports Team, Safety & Medical Emergencies Team, Sunshine Committee, and event specific committees.
- Campus Committees meet regularly to identify and propose potential solutions for campus and district-based issues. Roles and responsiblities are clearly outlined with all teams having a representative.
- Newly implemented SEL Committee formed to support student social-emotional learning and behavior skill support.

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 and to be a "window into the learning" on campus.
- Internal communication sent to staff in a variety of ways daily and weekly.

School Processes & Programs Strengths

PLC:

- All teachers are part of and leaders in 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.
- Shared calendars with staff, PTA, and other members of the community to support the morale and culture of the campus.

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.
- Newly implemented committee formed to support behavior skill supports and social awareness.

Safety:

- Campus duty schedule has been adjusted to promote appropriately dispersed monitors for all duty areas in the morning and afternoon.
- Dismissal procedures, safety protocols, lightning/inclement weather protocols have been discusses and revised within the campus, and shared with our community.
- A Safety Care Team has been developed and trained to support extreme behavior of students in crisis.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Schluter is working to align and grow our PLC processes by adding in protocols to support productive conversations within teams when addressing issues, looking at data, and connecting with each other.   **Root Cause:** We have multiple teams with new teammates in leadership postions.

Problem Statement 2 (Prioritized): Schluter will work collaboratively with committees and PTA/community partners to find ways to support and care for teachers. We will ensure clear communication of events and timelines to reduce stress and help teachers be better informed and feel more prepared.   **Root Cause:** Teacher morale dips at different parts of the year due to campus workload and expectations and outside/personal staff concerns.

Problem Statement 3 (Prioritized): Schluter will engage in two-way communication that will support parent understanding of student needs both academically and behaviorally to better support the needs of each student.   **Root Cause:** Informing families with open communication regarding student behavior and academic needs will lead to growth and progress in both areas.

Perceptions

Perceptions Summary

<u>Community:</u>

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 Student Success Night to have a Volunteer Information Session. Additonally, we have businesses who want to support our campus and teachers monthly. We also have a partnership with a church who brings Snack Packs for our students in need.

<u>Students:</u>

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 responsiblities in different areas througout 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). It is a campus focus to include more student service projects throughout the year.

<u>Staff:</u>

Staff have opportunities to socialize and build relationships inside and outside of the building through our Sunshine Committee and Mentor/Buddy Program. 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

<u>Community:</u>

- Monthly PTA Events that are Schluter traditions and adding new events.
- Streamlined communication through Parent Square and social media platforms.
- Additional opportunities for parents, grandparents, guests, and volunteers to be in the building.

<u>Students:</u>

- Student leadership opportunities.
- Student support and collaboration through the Space Race.
- Engaging spaces - Space decorations.
- Clubs and programs provide opportunites for students to showcase talents.

<u>Staff:</u>

- Many opportunities to have a voice in decision making. All teams represented on all committees.
- 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): Schluter is working to support parent and student collaboration in their support meetings such as 504, ARD, and MTSS.   **Root Cause:** Frequent changes to accommodations and parent understanding of what these look like in a school setting. Teacher understanding of how to explain what they look like and what their purpose is to families.

Priority Problem Statements

Problem Statement 1: As Schluter's student population continues to grow and change, students in our special education programs and those considered at-risk are performing below expectations on state and district assessments and/or not meeting growth expectations.

Root Cause 1: The academic and behavioral needs of our students are increasing in our at-risk and special education population.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Through Schluter's Social Well Being and Positive Behavior Supports committees, we are working to align expectations and equip teacher with tools to support these evolving needs.

Root Cause 2: As Schluter's community grows and changes in students and staff, we see an increased need for tiered behavior support and social well being supports for all students.

Problem Statement 2 Areas: Demographics

Problem Statement 3: Teachers need to analyze data to align progress monitoring processes that will track academic growth in both math and reading througout the school year. This will ensure one year's growth in reading is seen while also seeing an increase in our "meets" category by 10 percent for math.

Root Cause 3: Students need personalized instruction in small groups informed by data, including formative assessments and diagnostics, to ensure the academic needs of all learners are being met - learning gaps are being closed and students performing above grade level are all making one year's growth.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: Learning targets are consistently posted in classrooms but students are not able to verbalize their understanding of how the targets align with the content being learned.

Root Cause 4: Schluter teachers are working to align how learning targets are utilized for team planning and how they are presented in student-friendly language.

Problem Statement 4 Areas: Student Learning

Problem Statement 5: Our Science STAAR data shows that Schluter needs to monitor multiple data points to assess mastery of Science TEKS, in addition to MAP assessments.

Root Cause 5: Map achievement data did not correlate to Schluter passing percentages for Science STAAR.

Problem Statement 5 Areas: Student Learning

Problem Statement 6: Schluter is working to align and grow our PLC processes by adding in protocols to support productive conversations within teams when addressing issues, looking at data, and connecting with each other.

Root Cause 6: We have multiple teams with new teammates in leadership postions.

Problem Statement 6 Areas: School Processes & Programs

Problem Statement 7: Schluter is working to support parent and student collaboration in their support meetings such as 504, ARD, and MTSS.

Root Cause 7: Frequent changes to accommodations and parent understanding of what these look like in a school setting. Teacher understanding of how to explain what they look

like and what their purpose is to families.

Problem Statement 7 Areas: Perceptions

Problem Statement 8: Schluter will work collaboratively with committees and PTA/community partners to find ways to support and care for teachers. We will ensure clear communication of events and timelines to reduce stress and help teachers be better informed and feel more prepared.

Root Cause 8: Teacher morale dips at different parts of the year due to campus workload and expectations and outside/personal staff concerns.

Problem Statement 8 Areas: School Processes & Programs

Problem Statement 9: Schluter will engage in two-way communication that will support parent understanding of student needs both academically and behaviorally to better support the needs of each student.

Root Cause 9: Informing families with open communication regarding student behavior and academic needs will lead to growth and progress in both areas.

Problem Statement 9 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: Through intentionally planned PLCs, we will collaborate to track reading growth data, create flexible groupings, develop intentionally planned small groups which will support our campus goal of 80 percent of students reading on grade level or making a year's growth in reading. (Playbook)		**Formative**			**Summative**
		Nov	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: 80 percent of students will read on grade level or will make one year's growth in reading **Staff Responsible for Monitoring:** Teachers Support Services - MTSS, Dyslexia, Special Education Curriculum Coaches Administration **Problem Statements:** Demographics 1 - Student Learning 1					
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue					

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: As Schluter's student population continues to grow and change, students in our special education programs and those considered at-risk are performing below expectations on state and district assessments and/or not meeting growth expectations.   **Root Cause**: The academic and behavioral needs of our students are increasing in our at-risk and special education population.
Student Learning
Problem Statement 1: Teachers need to analyze data to align progress monitoring processes that will track academic growth in both math and reading througout the school year. This will ensure one year's growth in reading is seen while also seeing an increase in our "meets" category by 10 percent for math.   **Root Cause**: Students need personalized instruction in small groups informed by data, including formative assessments and diagnostics, to ensure the academic needs of all learners are being met - learning gaps are being closed and students performing above grade level are all making one year's growth.

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 individualized instructional opportunities as well as student-led goal setting conferences. These goals and tracking of the goals will be communicated regularly with parents to build the school-home partnership.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Students will make campus growth goals - 80 percent making one year's growth in literacy measures, 10 percent increase in "meets" level on math assessments. **Staff Responsible for Monitoring:** Teachers Support Services - MTSS, Dyslexia, Special Education Curriculum Coaches Administration **Problem Statements:** Demographics 1 - Student Learning 1, 2, 3 - School Processes & Programs 3 - Perceptions 1				

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

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: As Schluter's student population continues to grow and change, students in our special education programs and those considered at-risk are performing below expectations on state and district assessments and/or not meeting growth expectations.   **Root Cause**: The academic and behavioral needs of our students are increasing in our at-risk and special education population.

Student Learning
Problem Statement 1: Teachers need to analyze data to align progress monitoring processes that will track academic growth in both math and reading througout the school year. This will ensure one year's growth in reading is seen while also seeing an increase in our "meets" category by 10 percent for math.   **Root Cause**: Students need personalized instruction in small groups informed by data, including formative assessments and diagnostics, to ensure the academic needs of all learners are being met - learning gaps are being closed and students performing above grade level are all making one year's growth.
Problem Statement 2: Learning targets are consistently posted in classrooms but students are not able to verbalize their understanding of how the targets align with the content being learned.   **Root Cause**: Schluter teachers are working to align how learning targets are utilized for team planning and how they are presented in student-friendly language.
Problem Statement 3: Our Science STAAR data shows that Schluter needs to monitor multiple data points to assess mastery of Science TEKS, in addition to MAP assessments. **Root Cause**: Map achievement data did not correlate to Schluter passing percentages for Science STAAR.

School Processes & Programs
Problem Statement 3: Schluter will engage in two-way communication that will support parent understanding of student needs both academically and behaviorally to better support the needs of each student.   **Root Cause**: Informing families with open communication regarding student behavior and academic needs will lead to growth and progress in both areas.

Perceptions
Problem Statement 1: Schluter is working to support parent and student collaboration in their support meetings such as 504, ARD, and MTSS.   **Root Cause**: Frequent changes to accommodations and parent understanding of what these look like in a school setting. Teacher understanding of how to explain what they look like and what their purpose is to families.

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 the development and implementation of our Student Well Being Committee, we will have campus-aligned focus and topics of instruction for our daily Morning Meetings which will be utilized in each classroom to support growth in students' communication, social skills and interactions with others, and student success strategies. Additionally, there will be opportunities and resources for social skills reteach and individualized support needs.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Gives students the language and skills to communicate needs and identify feelings and emotions. Supports and fills gaps in social skills needs for all students. **Staff Responsible for Monitoring:** All Staff SEL& PBS Committee Counselor Administration **Problem Statements:** Demographics 2 - School Processes & Programs 3				

Strategy 2 Details	Reviews			
Strategy 2: District collaboration between Schluter, Adams, and NISD High School Pathways to prepare students for transition during their pivotal year (elementary to middle school). We will invite pathways students and teachers to present to our 3rd-5th grade students in lieu of a traditional Career Day.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Students in grades 3-5 will be more equipped and prepared for the transition to middle and high schools. Students will have a better idea of career pathways and training opportunities offered through NISD to support their career goals. **Staff Responsible for Monitoring:** All staff Feeder pattern support staff **Problem Statements:** School Processes & Programs 3 - Perceptions 1				

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

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 2: Through Schluter's Social Well Being and Positive Behavior Supports committees, we are working to align expectations and equip teacher with tools to support these evolving needs.   **Root Cause**: As Schluter's community grows and changes in students and staff, we see an increased need for tiered behavior support and social well being supports for all students.

School Processes & Programs
Problem Statement 3: Schluter will engage in two-way communication that will support parent understanding of student needs both academically and behaviorally to better support the needs of each student.   **Root Cause**: Informing families with open communication regarding student behavior and academic needs will lead to growth and progress in both areas.

Perceptions
Problem Statement 1: Schluter is working to support parent and student collaboration in their support meetings such as 504, ARD, and MTSS.   **Root Cause**: Frequent changes to accommodations and parent understanding of what these look like in a school setting. Teacher understanding of how to explain what they look like and what their purpose is to families.

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: Based on teacher interests and personal goals, we will intentionally plan experiences and meetings for teachers new to NISD, Schluter, and/or their grade level. All teachers will be provided with continuous support, mentorship, guidance, and growth opportunities such as Mentor Meetings, Learning Walks, leadership opportunities, district coaching support, and PLCs. Additionally, leadership teams have worked to develop a Schluter Guidebook to better explain and outline the "Schluter Way" and where human and digital resources can be found.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: The campus will have a "culture of learners" mindset which will impact our collective growth and collective efficacy. Alignment in our instructional practices will increase student achievement. **Staff Responsible for Monitoring:** All Staff Counselor Administration **Problem Statements:** School Processes & Programs 1, 2				
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue				

Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 1: Schluter is working to align and grow our PLC processes by adding in protocols to support productive conversations within teams when addressing issues, looking at data, and connecting with each other.   **Root Cause**: We have multiple teams with new teammates in leadership postions.
Problem Statement 2: Schluter will work collaboratively with committees and PTA/community partners to find ways to support and care for teachers. We will ensure clear communication of events and timelines to reduce stress and help teachers be better informed and feel more prepared.   **Root Cause**: Teacher morale dips at different parts of the year due to campus workload and expectations and outside/personal staff concerns.

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 Campus PD days, the campus will monitor growth and support needs for all students. Teams will be able to collaborate with support services staff such as our GT Specialist, MTSS Interventionist, Dyslexia Specialists, Behavior Interventionist, and Special Education Team in order to better align individualized support needs for students of each population. Additionally, teams will utilize time to collaborate vertically with grade level content teams.		**Formative**			**Summative**
		Nov	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Intentionally planned time with vertical teams and student support teams will align our teachers in supporting student needs, working to fill gaps, and increasing student achievement. **Staff Responsible for Monitoring:** All staff Curriculum coaches Administration **Problem Statements:** School Processes & Programs 1 - Perceptions 1					

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

Performance Objective 2 Problem Statements:

School Processes & Programs
Problem Statement 1: Schluter is working to align and grow our PLC processes by adding in protocols to support productive conversations within teams when addressing issues, looking at data, and connecting with each other.   **Root Cause**: We have multiple teams with new teammates in leadership postions.
Perceptions
Problem Statement 1: Schluter is working to support parent and student collaboration in their support meetings such as 504, ARD, and MTSS.   **Root Cause**: Frequent changes to accommodations and parent understanding of what these look like in a school setting. Teacher understanding of how to explain what they look like and what their purpose is to families.

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: Through a shared calendar and support conversations, our campus Sunshine Committee, Campus Leadership Teams, Mentor Coordinator, PTA, and other outside community partnerships will collaborate to identify areas in need of support within the culture of our campus.		**Formative**			**Summative**
		Nov	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Staff morale and culture will be evidenced in campus staff retention and OHI reults. **Staff Responsible for Monitoring:** Administration Sunshine Committees Leadership Teams Mentor Program PTA **Problem Statements:** School Processes & Programs 1, 2					

Strategy 2 Details		Reviews			
Strategy 2: We will keep clear, timely, communication a priority. This priority includes discussions that occur during our leadership committee meetings. We will keep accessible agendas, and prioritize the disbursement of meeting discussions from committee members to teams. To support this goal, we will keep updated links on The Hub as well as a running newsletter to keep previously discussed information easily accessible.		**Formative**			**Summative**
		Nov	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Staff morale and culture will be evidenced in campus staff retention and OHI reults. **Staff Responsible for Monitoring:** Administration Leadership Teams Mentor Program **Problem Statements:** School Processes & Programs 1, 2					

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

Performance Objective 3 Problem Statements:

School Processes & Programs

Problem Statement 1: Schluter is working to align and grow our PLC processes by adding in protocols to support productive conversations within teams when addressing issues, looking at data, and connecting with each other.   **Root Cause**: We have multiple teams with new teammates in leadership postions.

Problem Statement 2: Schluter will work collaboratively with committees and PTA/community partners to find ways to support and care for teachers. We will ensure clear communication of events and timelines to reduce stress and help teachers be better informed and feel more prepared.   **Root Cause**: Teacher morale dips at different parts of the year due to campus workload and expectations and outside/personal staff concerns.

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 and interactive to the members of our diverse community. We will ensure that communication is sent through multiple platforms such as social media and Parent Square to reach a larger scope of our families. We will promote and develop events that support the needs of our families - such as technology support and academic support from home. *Utilizing social media as a "window into the learning" happening on the campus.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**May**
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. Families will feel included, heard, and valued. **Staff Responsible for Monitoring:** All staff Leadership Teams Administration PTA **Problem Statements:** School Processes & Programs 3 - Perceptions 1				

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

Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 3: Schluter will engage in two-way communication that will support parent understanding of student needs both academically and behaviorally to better support the needs of each student.   **Root Cause**: Informing families with open communication regarding student behavior and academic needs will lead to growth and progress in both areas.

Perceptions
Problem Statement 1: Schluter is working to support parent and student collaboration in their support meetings such as 504, ARD, and MTSS.   **Root Cause**: Frequent changes to accommodations and parent understanding of what these look like in a school setting. Teacher understanding of how to explain what they look like and what their purpose is to families.

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 utilizing multiple platforms. We will communicate timely and clearly opportunities for parent volunteers and Watch DOGS. We will seek feedback from families regarding ways that they want to be part of our campus community regularly.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**May**

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. Schluter community members will feel invited and encouraged to volunteer and visit regularly.
 	
     Staff Responsible for Monitoring: All staff
 Leadership Teams
 Administration
 PTA
 	
     Problem Statements: School Processes & Programs 3 - Perceptions 1				

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

Performance Objective 2 Problem Statements:

School Processes & Programs
Problem Statement 3: Schluter will engage in two-way communication that will support parent understanding of student needs both academically and behaviorally to better support the needs of each student.   **Root Cause**: Informing families with open communication regarding student behavior and academic needs will lead to growth and progress in both areas.

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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: Through the implementation of our Campus Behavior Support Framework which focuses on Tier 1 and Tier 2 behavior supports for teachers and students, as well as our SEL Committee, we will work to continue providing a culture of belonging for all students, staff and families. Additional opportunities for home support will be provided through a new addition of "The Counselor's Corner" to our family newsletter. The "Counselor's Corner" will support families in discussing and supporting the SEL and behavior needs of their students. **Strategy's Expected Result/Impact:** All staff PBS & SEL Leadership Teams Counselor **Staff Responsible for Monitoring:** These systems and support provide aligned and clear expectations in our builiding 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. The "Counselor's Corner" will provide additional support and resources for families to understand and communicate with their students. **Problem Statements:** Demographics 2 - School Processes & Programs 3 - Perceptions 1	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**May**

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

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 2: Through Schluter's Social Well Being and Positive Behavior Supports committees, we are working to align expectations and equip teacher with tools to support these evolving needs.   **Root Cause**: As Schluter's community grows and changes in students and staff, we see an increased need for tiered behavior support and social well being supports for all students.
School Processes & Programs
Problem Statement 3: Schluter will engage in two-way communication that will support parent understanding of student needs both academically and behaviorally to better support the needs of each student.   **Root Cause**: Informing families with open communication regarding student behavior and academic needs will lead to growth and progress in both areas.

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Northwest Independent School District

Sendera Ranch Elementary School

2024-2025 Campus Improvement Plan

Mission Statement

Sendera Ranch Elementary will engage in meaningful relationships with ALL students, families and community in order to foster a culture of learning that prepares ALL students to confidently and successfully impact their future.

Vision

Sendera Ranch Elementary empowers learners and leaders in order to positively impact their environment.

Core Beliefs

Kids come first.

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

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

Learning is influenced by environment.

Northwest ISD Vision

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

Northwest ISD Mission

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

Table of Contents

Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

In summer 2024, the SRE Campus Leadership Team conducted a comprehensive review of the 2023-2024 school year, analyzing data and developing action plans for 2024-2025. The team identified the following priorities based on their analysis:

1. Student Growth: Ensure all students make at least one year's academic growth across all content areas.

2. Achievement Gaps: Address disparities in math and reading scores between different student groups and between classrooms of high-performing teachers and others.

3. MAP Growth Data:

- Grades 3-5: Achievement levels remained consistent, but growth percentages decreased.
- Grade 2: Showed 51% growth in reading and 68% in math.
- Grades K-1: Demonstrated above-district-average growth on End-of-Year assessments.

4. Teacher Feedback: Continue and enhance extended Professional Learning Communities (PLCs) with a structured collaboration calendar.

5. Instructional Focus: Implement the "Big Three" strategies across campus:

   - Writing across the curriculum

   - Academic discourse

   - Goal accomplishment

These priorities will guide professional development and campus-wide initiatives for the upcoming school year.

Demographics

Demographics Summary

White	Hispanic	African American	2 or More Races	Asian	Economically Disadvantaged	Special Education	504	Dyslexia	GT	EB	At-Risk	MTSS	Homeless
43.46%	19.80%	23.66%	6.48 %	6.35%	39.35%	23.16%	4.86%	8.22%	7.10%	9.34%	44.58%	20%	.12%

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 803 students. Our school community is richly diverse, reflecting a variety of backgrounds, experiences, and needs. With 43.46% of our student population identifying as White, we also celebrate a significant representation of Hispanic students (19.80%), African American students (23.66%), and those identifying as Two or More Races (6.48%). Additionally, Asian students make up 6.35% of our school population. In fall 2023, our student body grew significantly due to rezoning, with over 120 students joining us from a neighboring school. Many of these students arrived with significant needs and academic gaps, requiring additional support to ensure their success.

A notable percentage of our students, 39.35%, come from economically disadvantaged backgrounds, which highlights the importance of providing equitable resources and support to ensure all students have the opportunity to succeed. Our school also serves a diverse range of students with specialized needs, including 23.16% in Special Education, 4.86% under Section 504, and 8.22% identified with dyslexia. 7.10% of students are part of our Gifted and Talented (GT) program.

Language diversity is also an important aspect of our community, with 9.34% of students identified as English Learners (EL). A substantial portion of our student body is considered At-Risk (44.58%), emphasizing the need for targeted interventions to support their academic progress. Additionally, 20% of students are supported through MTSS, and 0.12% are identified as homeless, underscoring the significance of providing strong, individualized support for students facing different challenges.

With the campus growth and increased needs, the campus has increased to include 39 Gen Ed teachers, 4 electives teachers, 6 intervention specialists, 1 gifted & talented teacher, and librarian/media specialist. Our Special Education department consists of: 5 resource teachers, 2 PACEE teachers, 1 ECSE teacher, and 10 paraprofessionals. There are 2 fine arts paraprofessionals and 2 PreK paraprofessionals. We have 1 principal, 2 assistant principals, 1 office manager, 1 counselor, 1 nurse, and 3 paraprofessionals serving as office receptionists and attendance clerk. We have 2 full-time diagnosticians 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.

Additionally, 14 members of our certified teaching staff are new to SRE, with 3 first-year teachers. Six teachers are in their second year. We have several components in place for staff recognition including SRE 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 135 members including 62 staff members. The majority of the PTA Board is new this year, and we are partnering to support student growth and promote a positive bond with our community.

Demographics Strengths

Our diversity fosters an inclusive environment, promoting cultural awareness and learning opportunities that can enrich the student experience.

We are well-equipped to serve students with special needs, including those in Special Education, 504 plans, and dyslexia programs, ensuring personalized support for academic

success.

We are effectively identifying and supporting a large percentage of at-risk and economically disadvantaged students through targeted interventions like MTSS. We have various systems in place including campus-wide 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.

The increase in students from rezoning has led to a strong focus on equity and addressing academic gaps, ensuring all students have the opportunity to thrive.

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 a science curriculum writer, and five other teachers are participating in the NISD Leadership Pathways program. All teachers support each other by participating in PLCs and various committees, including: Instructional Leadership Team, Operations Leadership Team, Mentor/Mentees/Buddy group, House Committee, Behavior Support Framework Team, and Safety Team.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): With 44.58% of students identified as At-Risk and 39.35% as Economically Disadvantaged, a large portion of our student population faces challenges that may hinder their academic performance. **Root Cause:** Many of our students face challenges outside of school, such as limited access to academic resources and the impact of socio-economic hardships like housing instability and food insecurity, which hinder their ability to focus and succeed. Additionally, we are struggling to provide sufficient individualized instruction and interventions due to increased student needs and a relatively new staff.

Problem Statement 2 (Prioritized): Student achievement in grades 3-5, as measured by the STAAR assessments, has declined, revealing significant gaps in student learning. **Root Cause:** The decline in achievement may be attributed to a disruption in implementation caused by a high turnover of staff and students, as well as changes in campus administration. This disruption potentially led to learning gaps and missed instructional concepts, affecting the effectiveness of Tier 1 instruction and its ability to meet the diverse needs of all students.

Student Learning

Student Learning Summary

Student Learning Section:

Student learning, as reflected in mClass, STAAR, and MAP data, showed a decline during the 2023-2024 school year. The campus faced unique challenges, including rezoning and over 50 new staff members, which impacted cohesiveness and instructional alignment, contributing to the decrease in student achievement. Data indicated that students new to SRE had a notable effect on overall achievement scores, as a higher percentage of these students required additional support and did not meet growth expectations.

The campus underwent significant adjustments to address the needs of a more diverse academic population, including a master schedule modification to support extended weekly PLCs, increased teacher feedback through alignment walks and learning cycles, mentor support, and the introduction of the district Behavior Support Framework. Despite these challenges, there has been a strong focus on professional development for teachers, and with minimal staff turnover, there is a renewed commitment to ensuring substantial academic growth for all students.

2024 EOY mClass	K	1	2	3
% On/Above Reading Level	74%	73%	54%	35%
% Met Growth Projection	80%	84%	70%	50%

The 2024 end-of-year mClass data reveals varying levels of student achievement across grade levels. In reading, 74% of kindergarten students and 73% of first graders are performing at or above grade level, but this percentage drops significantly to 54% for second graders and 35% for third graders. Additionally, the percentage of students meeting their growth projections also declines from 80% in kindergarten to 50% in third grade.

STAAR Data	2023 3rd Grade Reading	2024 3rd Grade Reading	2023 4th Grade Reading	2024 4th Grade Reading	2023 5th Grade Reading	2024 5th Grade Reading
% Approaches and higher	67%	55%	83%	76%	86%	74%

Grade Level & Test	2023 3rd Grade Math	2024 3rd Grade Math	2023 4th Grade Math	2024 4th Grade Math	2023 5th Grade Math	2024 5th Grade Math
% Approaches and higher	56%	48%	66%	43%	75%	58%

STAAR data shows a decrease in performance from 2023 to 2024 across all grade levels in both reading and math. For instance, the percentage of third graders meeting the "Approaches and higher" standard in reading dropped from 67% to 55%, while in math it fell from 56% to 48%. Similar declines are evident in the fourth and fifth grades.

MAP Growth Data Spring 23-Spring 24

	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	16%	16%	12.9%	6%	10.1%	6%	7.9%	5%
Math	17%	18%	14.7%	11%	12.7%	10%	11.1%	7%

The MAP growth data indicates that actual growth fell short of expected growth in several areas. In reading, the observed growth for third graders was 6% compared to an expected growth of 12.9%, and for math, fifth graders showed an observed growth of 7% versus an expected 11.1%. These discrepancies suggest that while growth expectations were set, actual progress for many students did not meet these targets, highlighting areas for potential improvement.

Student Learning Strengths

Despite a decline in overall campus averages on standardized tests, SRE demonstrates notable strengths in several areas. In early literacy, both kindergarten and first grade at SRE showed impressive growth compared to district averages. Specifically, kindergarten students increased from 43% at or above grade level at the beginning of the year to 74% at the end, surpassing the district's growth of 12% with a 31% increase. Similarly, first-grade students improved from 62% at the beginning of the year to 73% at the end, exceeding the district's growth of 9% with an 11% increase.

Kindergarten and 1st mClass:

Kinder	BOY % At/above grade level	EOY % At/or above grade level	Change
	NISD - 64% SRE - 43%	NISD - 76% SRE - 74%	NISD + 12% SRE + 31%
1st Grade	NISD - 63% SRE - 62%	NISD - 72% SRE - 73 %	NISD + 9% SRE + 11%

In math, the 2023-24 MAP assessment data highlights significant progress in second grade, where 66% of students met their conditional growth targets, reflecting an 8% increase in achievement. These positive results in early literacy and math indicate strong performance in key areas despite broader challenges.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Student achievement in grades 3-5, as measured by the STAAR assessments, has declined, revealing significant gaps in student learning. **Root Cause:** The decline in achievement may be attributed to a disruption in implementation caused by a high turnover of staff and students, as well as changes in campus administration. This disruption potentially led to learning gaps and missed instructional concepts, affecting the effectiveness of Tier 1 instruction and its ability to meet the diverse needs of all students.

Problem Statement 2 (Prioritized): Student growth, as measured by mClass and MAP assessments, is not meeting expectations. Although students are making progress, persistent gaps prevent their growth from reaching or exceeding anticipated levels. **Root Cause:** Tier 1 instruction is not fully meeting the needs of all students. While Tier 2 and Tier 3 interventions are targeting specific areas of need, they may inadvertently restrict overall student growth and hinder the acquisition of new learning.

School Processes & Programs

School Processes & Programs Summary

Teaching and Learning:

SRE has placed an emphasis on collective efficacy through weekly, extended PLCs. During PLCs, teams utilize protocols to collaboratively focus on data-driven instructional planning, analyzing student work, lesson plan components, data disaggregation, backwards design, and unit sharing.

We continue our focus on learning targets from last year, emphasizing the importance of unpacking learning targets and referring to them throughout the learning. Learning targets support effective Tier One instruction by guiding both teaching and learning, helping students stay focused and engaged. They allow teachers to assess student progress, differentiate instruction as needed, and ensure alignment with standards. This clarity and consistency lead to better outcomes for all students.

We will support students through flex grouping, following BOY assessments. Flex grouping allows teachers to group students based on their current needs, skill levels, or learning preferences, and adjust groups as those needs evolve. This ensures that instruction is tailored and responsive, providing targeted support or enrichment where needed.

Teachers are encouraged to seek opportunities for co-teaching. Co-teaching is an effective process for Tier One instruction because it allows two educators to collaborate in delivering high-quality, standards-based lessons to all students. This teamwork enhances instructional consistency and increases opportunities for differentiated instruction within the general classroom setting.

Professional Learning:

We have systems in place for regular peer observation cycles, where teachers visit each other's classrooms, fostering a culture of collaboration and continuous learning. This practice allows teachers to share effective strategies, reflect on their own teaching, and build collective capacity by learning from diverse approaches. In our school, with team leads observing teammates and mentees learning from mentors, this system strengthens instructional practices and encourages professional growth across all levels.

Co-teaching builds capacity in teachers by fostering collaboration, allowing them to share expertise, and learn from each other's strengths in real-time. This partnership enhances instructional strategies and leads to more effective teaching practices. As teachers co-plan and co-deliver lessons, they develop new skills, expand their instructional repertoire, and grow professionally through ongoing support and reflection.

Participation in weekly PLCs (Professional Learning Communities) builds capacity and develops teachers professionally by providing a structured space for collaboration, data analysis, and sharing best practices. Teachers work together to reflect on student progress, adjust instruction, and explore new strategies, which deepens their instructional knowledge. This ongoing, collective effort fosters continuous learning and helps educators refine their skills to improve student outcomes.

Building capacity in the campus leadership team benefits teacher development by empowering leaders to provide more targeted support, guidance, and mentorship to their peers. Our leadership team meets twice monthly to discuss leadership strategies, participate in book studies, and this year, team leads will take the lead on sharing their grade-level or department data at the end of each quarter. With five teachers participating in the district's leadership program, these emerging leaders will bring back valuable skills and insights, further strengthening professional growth and collaboration across the campus.

We recruit highly qualified teachers. Our mentoring program supports new and new to NISD teachers over their first 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. Meeting one-on-one with new teachers quarterly allows campus admin to provide personalized support and guidance during the critical first year. These check-ins create opportunities to address concerns, offer feedback, and ensure new teachers feel valued and connected to the school community. Regular meetings also helps campus admin stay informed about classroom challenges and successes, enabling them to better support both teachers and students.

Campus Culture:

SRE staff members have opportunities to participate in a variety of collaborative committees to support students and colleagues: Instructional Leadership Team, Operation Leadership Team, Behavior Support Framework Team, Sunshine Committee, and House Committee.

SRE's house system fosters a sense of belonging and community across grade levels, creating a family-like atmosphere within the larger school environment. It encourages positive behavior and academic achievement through friendly competition and collaborative activities, while also providing opportunities for older students to mentor younger ones. This structure enhances school spirit, promotes student leadership, and creates a more cohesive and supportive school culture.

Club Days on the last Friday of each month provide a unique platform for students to explore interests beyond the regular curriculum, fostering creativity, curiosity, and passion. These clubs allow students to connect with like-minded peers across grade levels, building friendships and developing social skills in a relaxed setting. For teachers, clubs offer opportunities to share personal interests and talents, deepening connections with students outside the classroom. Clubs also promote a sense of belonging and school pride, contributing to a positive campus atmosphere where both students and teachers feel valued and engaged. By nurturing diverse interests and talents, monthly clubs help create a vibrant, inclusive school culture that celebrates the whole child and the unique contributions of each community member.

The implementation of our Behavior Support Framework and support of our Behavior Support Framework Team enhances behavioral outcomes across campus by providing consistent strategies, specialized expertise, and data-driven interventions.

School Processes & Programs Strengths

- Our emphasis on collective efficacy through weekly extended PLCs, utilizing various protocols for data-driven instruction and collaborative planning, demonstrates a strong commitment to continuous improvement and teacher development.
- Our focus on learning targets, combined with flex grouping and co-teaching opportunities, supports differentiated instruction and meeting individual student needs within Tier One instruction.
- The comprehensive approach to professional learning, including peer observation cycles, leadership development, and a strong mentoring program for new teachers, fosters a culture of growth and collaboration among staff.
- The implementation of a house system and monthly club days contributes to a positive school culture, promoting student engagement, cross-grade interactions, and a sense of belonging for both students and teachers.
- Our multi-faceted approach to behavior support, including our Behavior Support Framework Team and various collaborative committees, ensures a consistent and supportive environment for student success.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): SRE has gaps in teacher experience and a need to calibrate and align high-quality instruction in all classrooms **Root Cause:** SRE growth has provided the need for additional staff members and the need to build capacity with all teachers.

Problem Statement 2 (Prioritized): Student achievement in grades 3-5, as measured by the STAAR assessments, has declined, revealing significant gaps in student learning. **Root Cause:** The decline in achievement may be attributed to a disruption in implementation caused by a high turnover of staff and students, as well as changes in campus administration. This disruption potentially led to learning gaps and missed instructional concepts, affecting the effectiveness of Tier 1 instruction and its ability to meet the diverse needs of all students.

Perceptions

Perceptions Summary

Our school is conducting business effectively, as evidenced by several key indicators. The PTA, with a strong board, successfully hosts numerous well-attended events both during and outside of school hours, reflecting high community engagement.

Parent surveys conducted in the fall and spring of the 2023-24 school year reveal high levels of confidence in the campus and staff.

Additionally, the House system at SRE fosters meaningful student-teacher interactions beyond academics, and the presence of various clubs and organizations underscores our commitment to inclusivity and diverse student opportunities.

We achieved a high retention rate at the end of the 2023-24 school year, and hired several experienced NISD teachers via transfer.

Consistent and transparent communication with parents and community members is effectively managed through platforms like ParentSquare, Facebook, and email, including regular newsletters, photos, videos, and reminders from both administration and teachers, all of which have received positive feedback.

Perceptions Strengths

The campus culture is characterized by staff who consistently feel appreciated, empowered, and inspired to excel, leading them to work diligently and support one another wholeheartedly. This enthusiasm for success and openness to feedback fosters a collaborative environment where both staff and students thrive. Students eagerly anticipate coming to school, where they are welcomed with enthusiasm and engaged in innovative learning environments.

The annual Organizational Health Inventory (OHI), administered to the SRE staff in Spring 2024, reflected a positive campus culture and established conditions conducive to accelerated improvement. The results revealed that staff members value the campus leadership's strong communication skills, which facilitate clear and open information exchange.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): We face challenges in engaging parent volunteers to support during the school day or for campus events.   **Root Cause:** Many SRE parents are employed and find it difficult to volunteer or participate in campus events held during the school day.

Problem Statement 2 (Prioritized): Our OHI from spring 2024 identified adaptation as an area for further development as an organization.   **Root Cause:** Leadership needs to enhance responsiveness to evolving needs and circumstances of a relatively new staff.

Priority Problem Statements

Problem Statement 1: With 44.58% of students identified as At-Risk and 39.35% as Economically Disadvantaged, a large portion of our student population faces challenges that may hinder their academic performance.

Root Cause 1: Many of our students face challenges outside of school, such as limited access to academic resources and the impact of socio-economic hardships like housing instability and food insecurity, which hinder their ability to focus and succeed. Additionally, we are struggling to provide sufficient individualized instruction and interventions due to increased student needs and a relatively new staff.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Student achievement in grades 3-5, as measured by the STAAR assessments, has declined, revealing significant gaps in student learning.

Root Cause 2: The decline in achievement may be attributed to a disruption in implementation caused by a high turnover of staff and students, as well as changes in campus administration. This disruption potentially led to learning gaps and missed instructional concepts, affecting the effectiveness of Tier 1 instruction and its ability to meet the diverse needs of all students.

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

Problem Statement 3: Student growth, as measured by mClass and MAP assessments, is not meeting expectations. Although students are making progress, persistent gaps prevent their growth from reaching or exceeding anticipated levels.

Root Cause 3: Tier 1 instruction is not fully meeting the needs of all students. While Tier 2 and Tier 3 interventions are targeting specific areas of need, they may inadvertently restrict overall student growth and hinder the acquisition of new learning.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: SRE has gaps in teacher experience and a need to calibrate and align high-quality instruction in all classrooms

Root Cause 4: SRE growth has provided the need for additional staff members and the need to build capacity with all teachers.

Problem Statement 4 Areas: School Processes & Programs

Problem Statement 5: We face challenges in engaging parent volunteers to support during the school day or for campus events.

Root Cause 5: Many SRE parents are employed and find it difficult to volunteer or participate in campus events held during the school day.

Problem Statement 5 Areas: Perceptions

Problem Statement 6: Our OHI from spring 2024 identified adaptation as an area for further development as an organization.

Root Cause 6: Leadership needs to enhance responsiveness to evolving needs and circumstances of a relatively new staff.

Problem Statement 6 Areas: Perceptions

Goals

Revised/Approved: September 18, 2024

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 in grades K-3 will monitor students' text level progress using running records, monthly assessment forms, and mClass.			**Formative**			**Summative**
			Nov	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: 100% of students will make a year's growth in reading based on running records, mClass, and MAP growth. **Staff Responsible for Monitoring:** Campus teachers and admin. **Problem Statements:** Student Learning 2						

Strategy 2 Details			Reviews			
Strategy 2: Writing across the curriculum will be implemented to ensure students write every day in a way that allows them to explain and justify their thinking as part of their learning and students will be taught to provide peer feedback as well as self-reflection on their own progress.			**Formative**			**Summative**
			Nov	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Student achievement and growth will increase with the additional emphasis on writing across contents to explain and justify their thinking. This will be measured through student journals as well as EOY MAP and STAAR scores. **Staff Responsible for Monitoring:** Campus Administration, ILT Members **Problem Statements:** Demographics 2 - Student Learning 1, 2 - School Processes & Programs 2						

Strategy 3 Details		Reviews			
Strategy 3: Principal Book of the Month will be utilized in Pre-K-5th as a way to inspire reading and to allow for students and staff to respond to literature across the campus. Each grade level will design a reading/writing response each month as part of a campus-wide initiative over the selected text.		**Formative**			**Summative**
		Nov	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Students' reading and writing responses will improve over time. Staff will be able to vertically examine student work to calibrate both readiness and feedback to create a common expectation for exemplars. **Staff Responsible for Monitoring:** Teachers and campus administration **Problem Statements:** Demographics 2 - Student Learning 1 - School Processes & Programs 2					

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

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 2: Student achievement in grades 3-5, as measured by the STAAR assessments, has declined, revealing significant gaps in student learning.   **Root Cause**: The decline in achievement may be attributed to a disruption in implementation caused by a high turnover of staff and students, as well as changes in campus administration. This disruption potentially led to learning gaps and missed instructional concepts, affecting the effectiveness of Tier 1 instruction and its ability to meet the diverse needs of all students.

Student Learning
Problem Statement 1: Student achievement in grades 3-5, as measured by the STAAR assessments, has declined, revealing significant gaps in student learning.   **Root Cause**: The decline in achievement may be attributed to a disruption in implementation caused by a high turnover of staff and students, as well as changes in campus administration. This disruption potentially led to learning gaps and missed instructional concepts, affecting the effectiveness of Tier 1 instruction and its ability to meet the diverse needs of all students.
Problem Statement 2: Student growth, as measured by mClass and MAP assessments, is not meeting expectations. Although students are making progress, persistent gaps prevent their growth from reaching or exceeding anticipated levels.   **Root Cause**: Tier 1 instruction is not fully meeting the needs of all students. While Tier 2 and Tier 3 interventions are targeting specific areas of need, they may inadvertently restrict overall student growth and hinder the acquisition of new learning.

School Processes & Programs
Problem Statement 2: Student achievement in grades 3-5, as measured by the STAAR assessments, has declined, revealing significant gaps in student learning.   **Root Cause**: The decline in achievement may be attributed to a disruption in implementation caused by a high turnover of staff and students, as well as changes in campus administration. This disruption potentially led to learning gaps and missed instructional concepts, affecting the effectiveness of Tier 1 instruction and its ability to meet the diverse needs of all 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: Teachers in grades K-5 will implement a structured, cyclical goal-setting process with students in reading, writing, and math. After receiving training to ensure consistency, teachers will guide students in setting and tracking individual goals. Reading, writing, and math goal-tracking forms will be kept in daily folders, enabling parent involvement.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Students will have increased ownership in their learning through personalized goals. Teachers will have data on the percentage of students that met their goals (goal accomplishment) and those classroom numbers can be added to grade level and campus percentages. **Staff Responsible for Monitoring:** Teachers and campus admin. **Problem Statements:** Demographics 2 - Student Learning 1, 2 - School Processes & Programs 2				

Strategy 2 Details	Reviews			
Strategy 2: SRE staff will engage in professional development and refine three key instructional strategies, "The Big Three":	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**May**
Writing Across the Curriculum Academic Discourse Goal Accomplishment These strategies will be integrated into daily teaching routines. Administrators will conduct focused walk-throughs, observing one strategy at a time, and provide targeted feedback to teachers to enhance implementation. **Strategy's Expected Result/Impact:** Students will participate in focused writing, academic discourse, and goal setting/accomplishment with teachers that will result in increased student achievement and growth. **Staff Responsible for Monitoring:** Campus Administration **Problem Statements:** Demographics 1, 2 - Student Learning 1, 2 - School Processes & Programs 2				

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

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: With 44.58% of students identified as At-Risk and 39.35% as Economically Disadvantaged, a large portion of our student population faces challenges that may hinder their academic performance.   **Root Cause**: Many of our students face challenges outside of school, such as limited access to academic resources and the impact of socio-economic hardships like housing instability and food insecurity, which hinder their ability to focus and succeed. Additionally, we are struggling to provide sufficient individualized instruction and interventions due to increased student needs and a relatively new staff.
Problem Statement 2: Student achievement in grades 3-5, as measured by the STAAR assessments, has declined, revealing significant gaps in student learning.   **Root Cause**: The decline in achievement may be attributed to a disruption in implementation caused by a high turnover of staff and students, as well as changes in campus administration. This disruption potentially led to learning gaps and missed instructional concepts, affecting the effectiveness of Tier 1 instruction and its ability to meet the diverse needs of all students.

Student Learning
Problem Statement 1: Student achievement in grades 3-5, as measured by the STAAR assessments, has declined, revealing significant gaps in student learning.   **Root Cause**: The decline in achievement may be attributed to a disruption in implementation caused by a high turnover of staff and students, as well as changes in campus administration. This disruption potentially led to learning gaps and missed instructional concepts, affecting the effectiveness of Tier 1 instruction and its ability to meet the diverse needs of all students.
Problem Statement 2: Student growth, as measured by mClass and MAP assessments, is not meeting expectations. Although students are making progress, persistent gaps prevent their growth from reaching or exceeding anticipated levels.   **Root Cause**: Tier 1 instruction is not fully meeting the needs of all students. While Tier 2 and Tier 3 interventions are targeting specific areas of need, they may inadvertently restrict overall student growth and hinder the acquisition of new learning.

School Processes & Programs
Problem Statement 2: Student achievement in grades 3-5, as measured by the STAAR assessments, has declined, revealing significant gaps in student learning.   **Root Cause**: The decline in achievement may be attributed to a disruption in implementation caused by a high turnover of staff and students, as well as changes in campus administration. This disruption potentially led to learning gaps and missed instructional concepts, affecting the effectiveness of Tier 1 instruction and its ability to meet the diverse needs of all students.

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: Provide opportunities for students to engage with community leaders, learn about real-world opportunities , and practice applicable life skills. **Strategy's Expected Result/Impact:** Students will increase their awareness and interest in CCMR. **Staff Responsible for Monitoring:** Teachers and campus admin.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**May**

0% No Progress   100% Accomplished   → Continue/Modify   ✖ 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: Intentionally seek staff feedback by surveying staff each quarter to receive items of concern or consideration.				**Formative**			**Summative**
Strategy's Expected Result/Impact: Staff will have a greater sense of having their voice heard and develop collective responsibility and school-wide commitment.				**Nov**	**Jan**	**Mar**	**May**
Staff Responsible for Monitoring: campus admin							

Strategy 2 Details				Reviews			
Strategy 2: Implement various forms of staff recognition including weekly SuperSTAR Staff nominations from colleagues and monthly Educator of the Month nominations will be solicited from parents.				**Formative**			**Summative**
Strategy's Expected Result/Impact: Improved morale of staff and improved overall campus culture.				**Nov**	**Jan**	**Mar**	**May**
Staff Responsible for Monitoring: Campus admin.							

Strategy 3 Details				Reviews			
Strategy 3: SRE has a highly developed and intentional social media campaign that will promote, recognize, and celebrate staff members. This is designed to encourage current staff as well as shine a light on SRE as a positive and attractive workplace for future employees.				**Formative**			**Summative**
				Nov	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Continue the trend of high retention rates of staff members as well as add to the pool of high-quality candidates for future openings as needed. **Staff Responsible for Monitoring:** Collective effort of SRE staff and campus admin. **Problem Statements:** Perceptions 2							

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

Performance Objective 1 Problem Statements:

Perceptions
Problem Statement 2: Our OHI from spring 2024 identified adaptation as an area for further development as an organization. **Root Cause**: Leadership needs to enhance responsiveness to evolving needs and circumstances of a relatively new staff.

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 teachers will participate in a structured peer observation process, observing colleagues' teaching practices and engaging in reflective discussions afterwards. This cyclical learning process aims to enhance instructional practices, promote the sharing of effective strategies, and improve program coherence across grade levels and throughout the campus.		**Formative**			**Summative**
		Nov	Jan	Mar	May
Strategy's Expected Result/Impact: SRE staff will be supported in their growth through collaboration with their peers and experience individual growth in a supportive environment. **Staff Responsible for Monitoring:** Campus admin to schedule; teachers will implement **Problem Statements:** School Processes & Programs 1					
0% No Progress 100% Accomplished ➡ Continue/Modify ✖ Discontinue					

Performance Objective 2 Problem Statements:

School Processes & Programs
Problem Statement 1: SRE has gaps in teacher experience and a need to calibrate and align high-quality instruction in all classrooms   **Root Cause**: SRE growth has provided the need for additional staff members and the need to build capacity with all teachers.

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: SRE will implement weekly extended Professional Learning Communities (PLCs), giving grade-level teams more time for collaborative instructional design and data-driven discussions. These enhanced sessions will enable teachers to regularly analyze student data thoroughly, refine strategies, and develop targeted interventions, ultimately improving instruction and student outcomes across all grade levels.		**Formative**			**Summative**
		Nov	Jan	Mar	May
Strategy's Expected Result/Impact: The collaboration of teachers will tighten the alignment of expectations and implementation of highly effective lessons and provide support to teachers in a way that makes them feel valued and build individual teacher capacity and collective efficacy. **Staff Responsible for Monitoring:** Campus admin in collaboration with team leaders. **Problem Statements:** Demographics 2 - Student Learning 1, 2 - School Processes & Programs 1, 2					

Strategy 2 Details		Reviews			
Strategy 2: The Staff House Committee at SRE will design and implement a series of engaging activities and events aimed at fostering a positive school culture.		**Formative**			**Summative**
		Nov	Jan	Mar	May
Strategy's Expected Result/Impact: Both staff and students will report high levels of engagement in the school as measured by student surveys and the staff OHI survey. **Staff Responsible for Monitoring:** Teachers Leaders **Problem Statements:** Perceptions 1, 2					

Strategy 3 Details	Reviews			
	Formative			**Summative**
Strategy 3: SRE staff initiated two voluntary book studies during summer 2024: "The End of Molasses Classes" (on student engagement) and "What Happened to You?" (addressing student trauma). These studies, led by staff members, will continue throughout the school year. A third study on Dan St. Romain's "Positive Behavior Principles" will be added in fall 2024.	**Nov**	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Teachers' ownership by having choice in their professional growth will lead to higher levels of personal job satisfaction and increase their capacity as educators through collaborative learning. Teachers who participated in one or both will be asked for feedback on the usefulness of the learning and possible next steps. **Staff Responsible for Monitoring:** Teacher leaders to lead the studies. Campus admin will support the development of criteria and impact **Problem Statements:** Demographics 1 - School Processes & Programs 1				

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

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 1: With 44.58% of students identified as At-Risk and 39.35% as Economically Disadvantaged, a large portion of our student population faces challenges that may hinder their academic performance.   **Root Cause**: Many of our students face challenges outside of school, such as limited access to academic resources and the impact of socio-economic hardships like housing instability and food insecurity, which hinder their ability to focus and succeed. Additionally, we are struggling to provide sufficient individualized instruction and interventions due to increased student needs and a relatively new staff.
Problem Statement 2: Student achievement in grades 3-5, as measured by the STAAR assessments, has declined, revealing significant gaps in student learning.   **Root Cause**: The decline in achievement may be attributed to a disruption in implementation caused by a high turnover of staff and students, as well as changes in campus administration. This disruption potentially led to learning gaps and missed instructional concepts, affecting the effectiveness of Tier 1 instruction and its ability to meet the diverse needs of all students.

Student Learning
Problem Statement 1: Student achievement in grades 3-5, as measured by the STAAR assessments, has declined, revealing significant gaps in student learning.   **Root Cause**: The decline in achievement may be attributed to a disruption in implementation caused by a high turnover of staff and students, as well as changes in campus administration. This disruption potentially led to learning gaps and missed instructional concepts, affecting the effectiveness of Tier 1 instruction and its ability to meet the diverse needs of all students.
Problem Statement 2: Student growth, as measured by mClass and MAP assessments, is not meeting expectations. Although students are making progress, persistent gaps prevent their growth from reaching or exceeding anticipated levels.   **Root Cause**: Tier 1 instruction is not fully meeting the needs of all students. While Tier 2 and Tier 3 interventions are targeting specific areas of need, they may inadvertently restrict overall student growth and hinder the acquisition of new learning.

School Processes & Programs
Problem Statement 1: SRE has gaps in teacher experience and a need to calibrate and align high-quality instruction in all classrooms   **Root Cause**: SRE growth has provided the need for additional staff members and the need to build capacity with all teachers.

School Processes & Programs

Problem Statement 2: Student achievement in grades 3-5, as measured by the STAAR assessments, has declined, revealing significant gaps in student learning.   **Root Cause**: The decline in achievement may be attributed to a disruption in implementation caused by a high turnover of staff and students, as well as changes in campus administration. This disruption potentially led to learning gaps and missed instructional concepts, affecting the effectiveness of Tier 1 instruction and its ability to meet the diverse needs of all students.

Perceptions

Problem Statement 1: We face challenges in engaging parent volunteers to support during the school day or for campus events.   **Root Cause**: Many SRE parents are employed and find it difficult to volunteer or participate in campus events held during the school day.

Problem Statement 2: Our OHI from spring 2024 identified adaptation as an area for further development as an organization.   **Root Cause**: Leadership needs to enhance responsiveness to evolving needs and circumstances of a relatively new staff.

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: SRE fosters strong community partnerships through a variety of engaging events throughout the year, including musical programs, Longhorn Learning Night, Multicultural Night, Career Day, Open House, and Picnic with Peeps. These events, organized in collaboration with our PTA, celebrate learning, culture, and community spirit while providing opportunities for families to connect with the school and each other.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: We will create a supportive, inclusive environment that enhances student success and fosters a sense of belonging for all families. **Staff Responsible for Monitoring:** Campus Administration, Counselors **Problem Statements:** Perceptions 1				
0% No Progress 100% Accomplished ➡ Continue/Modify ✖ Discontinue				

Performance Objective 1 Problem Statements:

Perceptions
Problem Statement 1: We face challenges in engaging parent volunteers to support during the school day or for campus events. **Root Cause**: Many SRE parents are employed and find it difficult to volunteer or participate in campus events held during the school day.

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: SRE will introduce "Behind the Scenes" learning days, inviting parents to observe classroom instruction firsthand. During these events, administrators will lead small group tours, offering parents a unique opportunity to witness engaged learning in action across various grade levels and subjects.		**Formative**			**Summative**
		Nov	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: This initiative aims to increase transparency, deepen parent understanding of instructional practices, and strengthen the home-school connection. An exit survey to solict feedback will be part of the program. **Staff Responsible for Monitoring:** campus admin					

Strategy 2 Details		Reviews			
Strategy 2: School leadership will proactively engage with the school community through quarterly surveys of both staff and families. These surveys will seek constructive feedback on various aspects of school life, including areas of concern and suggestions for improvement.		**Formative**			**Summative**
		Nov	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: This systematic approach to gathering input will ensure that diverse voices are heard and considered in decision-making processes, fostering a collaborative and responsive school environment.					

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

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: Students will have the opportunity to select and participate in "clubs" once a month. The clubs will be sponsored by staff and volunteers and provide an opportunity for individualized development based on student interest and needs.				**Formative**			**Summative**
				Nov	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Students will develop social and emotional well-being while also learning a life skill or interest.							
Strategy 2 Details				Reviews			
Strategy 2: We will implement the Behavior Support Framework tier one strategies with fidelity to promote a positive, respectful environment conducive to learning and social-emotional growth.				**Formative**			**Summative**
				Nov	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: To provide an effective system of support ensures that all students, including those with behavioral challenges, receive appropriate interventions. **Staff Responsible for Monitoring:** Campus Administration, BSFT Members							
	0% No Progress	100% Accomplished	→ Continue/Modify	✖ Discontinue			

Northwest Independent School District

Seven Hills Elementary School

2024-2025 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 acomplish greatness.

Vision

In preparation for future success, every student will leave their grade level at or above grade level, not matter where they start. Teachers, students, families, and the community will work in partnership to create a school all children want to attend.

Core Beliefs

Kids come first.

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

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

Learning is influenced by environment.

Northwest ISD Vision

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

Northwest ISD Mission

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

Seven Hills Elementary School

We believe...

relationships impact achievement

everyone has genius

everyone can be a leader

in developing the whole person

change starts with me

educators empower students to lead their own learning

Table of Contents

Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

The following have been identified as areas of focus for the 2024 - 2025 school year based on the campus needs assessment:

- Close achievement and performance gaps in all content areas as measured by mCLASS/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, including creating success criteria and exemplar models to promote student mastery.
    - Focus on implementing and using data collected from formative assessments for instructional planning, including reteach and intervention.
  - Build teacher capabilities with using data in a meaningful way.
    - Design formative assessments aligned to the learning target.
    - Respond to data at the individual student level with TEK/skill based student WIGs.
- Continue to foster a culture of leadership with attention to safety, wellness, and appropriate student behavior.
  - Continue to build teacher capabilities to support fidelity in implementation of Tier 1 behavior framework.
  - Develop teacher understanding of Tier 2 and Tier 3 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 2024 - 2025 staffing needs have been identified based on the campus needs assessment:

Two Assistant Principals and Two Counselors: Seven Hills continues to be designated as a Title I and we continue to experience rapid growth . The staffing of the campus leadership/administration team needs be increased in order to support campus instructional goals and close achievement gaps, ensure the safety and security of all students and staff, effectively and efficiently manage student discipline and special services caseloads *(Special Education, 504, MTSS, and Counseling),* and continue to maintain a "healthy" campus organization.

Title I Intervention Specialist (Formerly Campus Instructional Teacher): Seven Hills has an imbalanced MTSS distribution (177 during the 2023 - 2024 school year), 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 177 students in MTSS (Tier 2 and Tier 3) during the 2023 - 2024 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, these 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, mClass, and benchmarks.

Behavior Interventionist: During the Fall semester of the 2023 - 2024 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. Based on the needs of the students and staff on campus, the Title I BI supported Seven Hills full time for the Spring Semester. There were 26 total students on the caseload, with ten of these students requiring intensive support. Time was prioritized based on need with Kindergarten, 1st grade, 5th grade, and a self-contained Special Education classroom receiving most of the support. 37% of the students supported by the BIs received Special Education Services; 5% were Tier 1, 33 % Tier 2, and 15% Tier 3; 6% received 504 services. Six students were referred for Special Education Evaluation. Approximately 35 behavior plans were developed for students. Based on 2023 - 2024 data, current needs, and in preparation for projected growth, Seven Hills continue to need full-time Behavior Intervention support. To address severe and persistent student misbehavior, The role of the BI would include, but is not limited to:

- Student support with behavior (disruptive, dysregulated, and extreme).

- Creating behavior plans with the teacher (including Special Education teachers), 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 and IEP goals.

- 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.

- Serve as a member of the campus Emergent Tree team to deliver aligned PD, create, implement, and revise the campus Tier 1 and tier 2 framework aligned to the district timeline for implementation.

Communities in Schools is a partnership that has been identified as a need for the 2024 - 2025 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 on the Student Success Team.

2.5 Intervention Specialists (MTSS/EB): Seven Hills supported 177 students in MTSS during the 2023- 2024 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.

Demographics

Demographics Summary

Seven Hills is a PK - 5th grade campus in Northwest ISD with a student population of approximately 693 during the 2023 - 2024 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 2023 snapshot data:

White	Hispanic	African American	2 or More Races	Asian	Economically Disadvantaged	Special Education	504	Dyslexia	GT	EB	At-Risk	MTSS	Homeless
58%	31%	6%	4%		46%	26%	4%	11%	7%	12%	40%	20%	

 Campus attendance trends below the district average at 94%. This is an increase from 2023 (93%).

Staffing is adjusted every year to meet campus needs based on enrollment and student services. The 2023 - 2024 Seven Hills staff consisted of 34 general education classroom teachers, 6 special education teachers, 3 elective teachers (Art, Music, and P.E.), 8 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 2023 - 2024 school year: Two Interventionists, one instructional assistant, one Title I Intervention Specialist *(Campus Instructional Teacher - CIT),* and one Behavior Interventionist 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, 2 Pre-K paraprofessionals, 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 2023 - 2024 school

year, Seven Hills had 6 Hispanic staff members, 5 bilingual (not bilingual certified) staff members, and 1 African American staff member.

During the 2023 - 2024 school year, the school had two self-contained special education classrooms, PACEE and ECSE, in addition to four teachers providing resource and inclusion services. Full-day Pre-K is offered to families who meet qualification as well as tuition based. Seven Hills had two full-day Pre-K classrooms during the 2023 - 2024 school year.

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.

During the 2023 - 2024 school year, Seven Hills saw an increase in extreme dysregulated student behavior. 13 reports of violence or harm were made to others and 8 reports of self-harm were made. Three Title IX reports were made and investigated. Six bully investigations were completed. Seven Hills was supported by an NISD and Title I Behavior Interventionist. The Title I BI was shared with another Title I elementary campus for 3/4s of the year. The caseload consisted of 23 students. 41% of the students 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 instructor 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 *T I 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 case manager has established a comprehensive student mentoring program at Seven Hills. This year the CIS Case manager also had an intern for the Spring semester.

- 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 2023 - 2024 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 to provide families with information on ways to support their students at home.
- Seven Hills offered a Leadership EXPO in March 2024, 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. Recognizing alignment between LIM and Emergent Tree frameworks, building trust, and developing authentic partnerships with new staff, students, and families is a need.   **Root Cause:** Seven Hills continues to experience rapid growth and opportunities to engage with the campus continue to be inconsistent or do not meet the diverse needs of all stakeholders. The Leader in Me and Emergent Tree are comprehensive frameworks requiring training.

Problem Statement 2 (Prioritized): All students do not have equitable access to educational opportunity.   **Root Cause:** Seven Hills continues to experience high rates of student mobility, rapid growth, and continues to be identified as a Title I school.

Problem Statement 3 (Prioritized): Attendance impacts growth and achievement. Student attendance rates are consistently lower than the district average.   **Root Cause:** Inconsistent attendance patterns influence urgency, desire, and perceptions about the value and importance of school among families.

Problem Statement 4 (Prioritized): Student behaviors are increasingly reactive, extreme, and dysregulated. Staff are not adequately equipped to support the diverse, sometimes crisis level, behavior needs of students. Students/staff need consistent access to experts able to support intervention to ensure safety.   **Root Cause:** Tier 1 professional learning through Emergent Tree built teacher capabilities for responding to student behavior, & established common expectations and language, yet teachers continue to be insufficiently prepared to support all tier 2 & 3 student behaviors. Continued training & access to easily implemented de-escalation strategies & behavior/classroom management tools are needed.

Student Learning

Student Learning Summary

Based on 2023 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.   2023 STAAR Accountability:

- School Progress: B
- Academic Growth: B
- Closing Gaps: C
- Overall Rating: 78/C

2024 Accountability ratings have not been received. Spring 2024 STAAR results:

STAAR Data	2023 3rd Grade Reading	2024 3rd Grade Reading	2023 4th Grade Reading	2024 4th Grade Reading	2023 5th Grade Reading	2024 5th Grade Reading
% Approaches and higher	72%	64%	76%	72%	74%	75%

STAAR Data	2023 3rd Grade Math	2024 3rd Grade Math	2023 4th Grade Math	2024 4th Grade Math	2023 5th Grade Math	2024 5th Grade Math
% Approaches and higher	57%	58%	75%	62%	75%	77%

Students will be provided tutorials as designated by HB1416 during summer school and/or the 2024 - 2025 school year based on the results of the 2024 STAAR.

In pursuit of the 2023 - 2024 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.

mClass was added as a literacy universal screener and progress monitoring platform in kindergarten - 2nd grades. The percentage of students on benchmark and well above benchmark at the end of the year 2024:

2024 EOY mClass	K	1	2	3
% On/Above Reading Level	77%	59%	58%	56%
% Met Growth Projection	76%	63%	57%	52%

It is evident that the following instructional supports/focus continue to be a priority:

- delivery of comprehensive phonics and phonemic awareness instruction with fidelity in primary grades.

- transfer of phonics skills into text application.

- 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	4th Expected Growth	4th Observed Growth	5th Expected Growth	5th Grade Observed Growth
Reading	16	14	12.9	9	10	9	7.9	4
Math	16.9	16	14.8	12	12.7	12	11.2	7

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:

- TEK/Skill based WIGs were implemented in K-5th grades in response to individual student data. A three-week cycle for WIGs, including consistent progress monitoring and accountability for small group planning/intervention, was established and implemented.
- Data reviews continued through PLCs/ 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.
- TEKs Checks or Module 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) to support restructured WIGs and the WIG cycle.
- 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.
- New PK-3rd teachers completed the Reading Academy.
- The campus responded to the needs of students through HB1416 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, as well as providing personalized learning experiences based on data. 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 2023 - 2024 school year.

Student Learning Strengths

The following have been identified as strengths in the area of Student Academic Achievement:

- The campus instructional focus *(tier 1 instructional planning, learning targets, and personalized learning experiences)* 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 HB1416, tier 3 and tier 2 literacy groups, Imagine Learning, Boost, 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 HB1416 tutorial requirements.
- All students set Wildly Important Goals based on MAP, STAAR/Interim, TEK Check, and/or mClass data. All K-2 students set a literacy goal. Students in 3-5 set an academic goal based on individual academic need. Students are able to connect the work they complete to their learning goal and monitor progress toward their goals. Teachers engage in progress monitoring aligned to these goals in three-week cycles.
- 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. The focus of the coaching cycles was the planning and delivery of different types of reading small groups, problem solving block, and mini lessons.
- Seven Hills has an Intervention Team *(2023 - 2024 Team)*: 3 Dyslexia/MTA Interventionists, 2 MTSS Interventionists, 2 Title I Interventionists, .5 EB Interventionist, 1 Title I Interventionist *(CIT)* and 1 intervention instructional assistant.
- 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, Spring Family Leadership Night, and a summer library program.
- Families were informed of student academic growth and progress with Data Splash Pages. Data Splash Pages were sent home with BOY, MOY, Benchmark, and EOY assessment reports. Additionally, quarterly pages were added to take home folders with current text levels, Imagine Learning

status, weekly ELO progress, and student WIGs.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): The campus continues to perform below the district average on district and state assessments.   **Root Cause:** Depth of understanding of the standards in math and literacy lacks consistency. While learning targets are created and used as an instructional tool, assessing student understanding and mastery of the standard lacks common understanding and consistent implementation.

Problem Statement 2 (Prioritized): High quality Tier 1 instructional practices for planning and delivery are not pervasive across grade levels and content areas. Specifically, a deep understanding of the rigor of the standard, and how to craft a learning target, define success criteria, and determine appropriate formative assessment strategies is not consistent. **Root Cause:** Teacher retention and rapid growth over several years continues to impact the breadth, depth, and experience related to best instructional practices, content knowledge, and understanding the rigor and success criteria for grade level standards.

Problem Statement 3 (Prioritized): Students are not demonstrating literacy (reading and writing) proficiency. While students are demonstrating growth, not all students are meeting end of year expectations. The campus is performing below the district average on reading and writing assessments.   **Root Cause:** Gaps in student understanding of foundational literacy skills impact comprehension and written expression, including the ability for students to appropriately respond to prompts about text. Depth of teacher understanding about the SCR, CER, and ECR structures lacks consistency.

Problem Statement 4 (Prioritized): All students do not have equitable access to educational opportunity.   **Root Cause:** Seven Hills continues to experience high rates of student mobility, rapid growth, and continues to be identified as a Title I school.

Problem Statement 5 (Prioritized): A plan to support meaningful, relevant, and academic focused home - school partnerships is not adequately developed or sustainable to support student growth and achievement in a rapid growth, Title I community.   **Root Cause:** Not all families have access to and/or the background knowledge necessary to support the instructional needs of students to 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 6 (Prioritized): Attendance impacts growth and achievement. Student attendance rates are consistently lower than the district average.   **Root Cause:** Inconsistent attendance patterns influence urgency, desire, and perceptions about the value and importance of school among families.

School Processes & Programs

School Processes & Programs Summary

In support of the campus and district vision to ensure students are prepared for future success, Seven Hills received Lighthouse Certification through Franklin Covey in May 2019 and will continue to apply for recertification in alignment with the LIM timeline. In order to fully implement the Leader in Me program and in alignment with implementation of Emergent Tree Tier 1 structures, and 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 for new staff
- Campus led professional learning sessions offered throughout the school year on campus practices and Leader in Me paradigms for new staff
- Campus based professional learning for Emergent Tree Tier 1 structures: Core Values, Connections, Skill-Building, Acknowledgement, and Correction
- Dan St Romain Positive Behavior Principles professional learning with all 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 also aligns with the core values from Emergent Tree (Safe, Responsible, and Respectful). All students and staff are provided opportunities to make connections between the 7 Habits and paradigms of leadership/leadership competencies, Emergent Tree Core Values, 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 lessons, and Emergent Tree skill building lessons are delivered during this block. This learning is also 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, and ongoing revision took place throughout the 2023 - 2024 school year in order to align leadership competencies with core values.

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 2023 - 2024 school year included, but were not limited to Ultimate Book Challenge, Girls on the Run, 4th Grade Musical, Choir, Destination Imagination, Art Club, Running Club, and UIL. During the 2023 - 2024 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 in December and February. 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. Student led Sharpen the Saw Clubs continues to be a goal for the campus.

We honor the greatness in our Wolf Pack. A Celebrations Menu is utilized to recognize the growth, achievement, and accomplishments of individuals, classrooms, and grade levels. Woot Woot Wednesdays are an opportunity for students who met Wildly Important Goals to be celebrated by campus administration. Student growth and success aligned to designated leadership competencies (aligned to Core Values) is recognized through the Lighthouse Leader award each month. Individual staff, classrooms, and grade levels are recognized for 10 days of perfect attendance, cleanest classroom, WIG success, and cultivating culture through announcements, trophies, and ribbon chains on classroom doors. Brag boards were implemented at the staff level, recognizing individual teacher and grade level implementation progress with the 3:1 acknowledgement to correction ratio outlined by Emergent Tree.

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.), 7.5 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, 2 paraprofessionals 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 two, full-day Prekindergarten classes on our campus, 7.5 intervention teachers *(EB. MTA. MTSS)*, and a Title I Interventionist *(CIT)*.

Seven Hills had one of the highest teacher retention rates in the spring of 2023. As a result of rapid growth and attrition, Seven Hills welcomed seven new staff members, 5/7 instructional staff, during the 2023 - 2024 school year. In order to support induction and retention of new staff, a comprehensive approach to onboarding and professional learning continues to be implemented. The following systems and structures are 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.

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 2023-2024 school year focused heavily on instructional planning, learning targets, success criteria, teacher models, and formative assessment. Three cycles of NISD Learning Teams were completed at Seven Hills during the 2023- 2024 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/Emergent Tree. Specifically, goal setting, instructional planning, learning targets, and tier 1 behavior supports were a priority focus for all staff.

The campus has had a goal to promote staff-led professional learning. During the 2023 - 2024 school year, the following professional learning was designed and delivered by staff:

- <u>4Dx for Educators</u> *(for new staff)*
- Accommodations in the Classroom
- TEK based WIG Cycles
- 7 in 7 leadership connections
- Using MAP data to drive instruction
- Emergent Tree Framework components: Core Values, Connections, Skill Building, Corrections, Acknowledgements

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, Professional Learning Task Force. 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 October, November, December, January, 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 2023 - 2024 school year: Habit Huddle Scope and Sequence realignment with new LIM curriculum with consistent revision throughout the year to align with Emergent Tree skill building and core values, Kindness Week; Service-Learning Projects and Service-Learning direct instruction lessons, Family Mission Night, Habits at Home Den Chats aligned to core values and leadership competencies, two family Leadership Nights (Stories, STEM and Stargazing, Spring Fling).
- The **Culture Leadership Action Team** completed the following projects during the 2023 - 2024 school year: Hills Huddle each month with Emergent Tree skill building and LIM leadership competency connections, Sharpen the Saw Clubs, Kindness Week; Leadership Expo; Aloha STEAM Day; Creating a classroom culture of leadership project (Class Flag); Culture Cultivator.
- The **Academics Leadership Action Team** completed the following projects during the 2023-2024 school year: PLC facilitation; Data Splash Pages; 3-5 grade STAAR parent night.
- All returning staff were provided an opportunity to express interest in/apply for a leadership team positions for the 2023-2024 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.
- Six teachers served as curriculum writers and ten provided professional development at the campus and district levels throughout the year.
- 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 2023-2024 school year, including the addition of TEK/Skill based student WIGs and 3-week WIG cycles. The campus routinely uses the See-Do-Get Principles of Effectiveness Map and SRI protocols to engage in reflective practices and structured conversations.

- Data Splash Pages were created to communicate current levels of performance for each student. These splash pages were accompanied by assessment

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): A plan to support meaningful, relevant, and academic focused home - school partnerships is not adequately developed or sustainable to support student growth and achievement in a rapid growth, Title I community. **Root Cause:** Not all families have access to and/or the background knowledge necessary to support the instructional needs of students to 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 campus model to support new and induction year teachers has not been in place long enough to sufficiently support leadership development, content knowledge and expertise, and/or high leverage tier 1 instructional practices. A leadership pipeline to develop teacher leaders is in an implementation phase. **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 --2 year staff need continuous learning and support related to the NISD Strategic Plan, NISD Instructional Framework, NISD curriculum, Emergent Tree, and the LIM.

Problem Statement 3 (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. Recognizing alignment between LIM and Emergent Tree frameworks, building trust, and developing authentic partnerships with new staff, students, and families is a need. **Root Cause:** Seven Hills continues to experience rapid growth and opportunities to engage with the campus continue to be inconsistent or do not meet the diverse needs of all stakeholders. The Leader in Me and Emergent Tree are comprehensive frameworks requiring training.

Perceptions

Perceptions Summary

Considering continued rapid growth experienced during the 2023 - 2024 school year and the projected growth for the 2024-2025 school year, building a positive, healthy campus culture that promotes leadership and learning continues to be a campus focus. As we start the 9th year of implementation of The Leader in Me framework with Franklin Covey and continue our work to align the Emergent Tree framework to the core values and mission of the campus, 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 the work of the campus.

Through our continued 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."

During the 2023 - 2024 school year, Seven Hills implemented tier 1 structures as part of the district's partnership with Emergent Tree. Specifically, we focused on the following tier 1 components: Connections, Skill Building, Acknowledgement, and Correction. The Tier 1 components from Emergent Tree aligned with the Leader in Me Framework, and we redefined a set of core values. Seven Hills Wolves:

- Lead Self (Be Safe)

- Lead Others (Be Respectful)

- Lead Our Pack (Be Responsible)

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.

2. **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

OHI was not completed in the Spring of 2024.

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 during the 2023 - 2024 school year:

- Curriculum Night

- Building Dedication

- Family Leadership Nights *(Stories, Stem and Stargazing and Spring Fling)*
- 5th Grade Veterans Day program
- 4th Grade Musical
- Leadership Expo *(Open House)* with Student Led Min-Conferences
- 3-5 Grade STAAR Parent Information Night *(2 sessions offered)*
- Awards Assemblies *(end of the year) and* Lighthouse Leader Assemblies *(monthly)*
- Choir Concert
- Talent Show
- First Grade Mother's Day Tea
- 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 returning PTA Executive Board for the 2023 - 2024 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 October, November, December, January, and February
- Rad Dads
- Breakfast with Santa
- 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 2023 - 2024 school year:

- 6 Bully Investigations
- 4 Threat Assessments
- 3 Title IX

Employee retention data for the 2023 - 2024 school year includes:

- 2 paraprofessionals resigned during the school year.
- 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 successfully aligned and implemented Tier I components of the Emergent Tree Framework.
- Campus Sign-in sheets and PTA records indicate an increase in attendance at campus community engagement events.
- Parent and teacher feedback indicates value and appreciation for the increased parent communication regarding individual student achievement and growt

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Student behaviors are increasingly reactive, extreme, and dysregulated. Staff are not adequately equipped to support the diverse, sometimes crisis level, behavior needs of students. Students/staff need consistent access to experts able to support intervention to ensure safety.   **Root Cause:** Tier 1 professional learning through Emergent Tree built teacher capabilities for responding to student behavior, & established common expectations and language, yet teachers continue to be insufficiently prepared to support all tier 2 & 3 student behaviors. Continued training & access to easily implemented de-escalation strategies & behavior/classroom management tools are needed.

Problem Statement 2 (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. Recognizing alignment between LIM and Emergent Tree frameworks, building trust, and developing authentic partnerships with new staff, students, and families is a need.   **Root Cause:** Seven Hills continues to experience rapid growth and opportunities to engage with the campus continue to be inconsistent or do not meet the diverse needs of all stakeholders. The Leader in Me and Emergent Tree are comprehensive frameworks requiring training.

Priority Problem Statements

Problem Statement 1: All students do not have equitable access to educational opportunity.

Root Cause 1: Seven Hills continues to experience high rates of student mobility, rapid growth, and continues to be identified as a Title I school.

Problem Statement 1 Areas: Demographics - Student Learning

Problem Statement 2: The campus continues to perform below the district average on district and state assessments.

Root Cause 2: Depth of understanding of the standards in math and literacy lacks consistency. While learning targets are created and used as an instructional tool, assessing student understanding and mastery of the standard lacks common understanding and consistent implementation.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: 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. Recognizing alignment between LIM and Emergent Tree frameworks, building trust, and developing authentic partnerships with new staff, students, and families is a need.

Root Cause 3: Seven Hills continues to experience rapid growth and opportunities to engage with the campus continue to be inconsistent or do not meet the diverse needs of all stakeholders. The Leader in Me and Emergent Tree are comprehensive frameworks requiring training.

Problem Statement 3 Areas: Demographics - Perceptions

Problem Statement 4: High quality Tier 1 instructional practices for planning and delivery are not pervasive across grade levels and content areas. Specifically, a deep understanding of the rigor of the standard, and how to craft a learning target, define success criteria, and determine appropriate formative assessment strategies is not consistent.

Root Cause 4: Teacher retention and rapid growth over several years continues to impact the breadth, depth, and experience related to best instructional practices, content knowledge, and understanding the rigor and success criteria for grade level standards.

Problem Statement 4 Areas: Student Learning

Problem Statement 5: Students are not demonstrating literacy (reading and writing) proficiency. While students are demonstrating growth, not all students are meeting end of year expectations. The campus is performing below the district average on reading and writing assessments.

Root Cause 5: Gaps in student understanding of foundational literacy skills impact comprehension and written expression, including the ability for students to appropriately respond to prompts about text. Depth of teacher understanding about the SCR, CER, and ECR structures lacks consistency.

Problem Statement 5 Areas: Student Learning

Problem Statement 6: A plan to support meaningful, relevant, and academic focused home - school partnerships is not adequately developed or sustainable to support student growth and achievement in a rapid growth, Title I community.

Root Cause 6: Not all families have access to and/or the background knowledge necessary to support the instructional needs of students to 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 6 Areas: Student Learning - School Processes & Programs

Problem Statement 7: The campus model to support new and induction year teachers has not been in place long enough to sufficiently support leadership development, content knowledge and expertise, and/or high leverage tier 1 instructional practices. A leadership pipeline to develop teacher leaders is in an implementation phase.

Root Cause 7: Rapid growth continues to impact the ratio of staff with sufficient to limited knowledge in understanding campus/district systems, routines, and processes. All --2 year staff need continuous learning and support related to the NISD Strategic Plan, NISD Instructional Framework, NISD curriculum, Emergent Tree, and the LIM.

Problem Statement 7 Areas: School Processes & Programs

Problem Statement 8: Student behaviors are increasingly reactive, extreme, and dysregulated. Staff are not adequately equipped to support the diverse, sometimes crisis level, behavior needs of students. Students/staff need consistent access to experts able to support intervention to ensure safety.

Root Cause 8: Tier 1 professional learning through Emergent Tree built teacher capabilities for responding to student behavior, & established common expectations and language, yet teachers continue to be insufficiently prepared to support all tier 2 & 3 student behaviors. Continued training & access to easily implemented de-escalation strategies & behavior/ classroom management tools are needed.

Problem Statement 8 Areas: Demographics - Perceptions

Problem Statement 9: Attendance impacts growth and achievement. Student attendance rates are consistently lower than the district average.

Root Cause 9: Inconsistent attendance patterns influence urgency, desire, and perceptions about the value and importance of school among families.

Problem Statement 9 Areas: Demographics - Student Learning

Problem Statement 10: 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. Recognizing alignment between LIM and Emergent Tree frameworks, building trust, and developing authentic partnerships with new staff, students, and families is a need.

Root Cause 10: Seven Hills continues to experience rapid growth and opportunities to engage with the campus continue to be inconsistent or do not meet the diverse needs of all stakeholders. The Leader in Me and Emergent Tree are comprehensive frameworks requiring training.

Problem Statement 10 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: Literacy will be pervasive throughout all content area instruction. A consistent focus on literacy instruction aligned with the NISD Instructional Framework and curriculum will continue to be a priority, including promoting deep comprehension, vocabulary development, and the opportunity for written expression/response in all content areas, specifically the ECR/SCR/CER formats.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Increase literacy proficiency and student achievement with the successful transfer of literacy skills across disciplines. Increase the percentage of students scoring a 1 or 2 on STAAR SCR/ECR responses in ELAR and Science (5th). Create a literacy rich environment. Deepen teacher understanding and capabilities with content literacy, vocabulary instruction, and literacy instructional strategies. **Staff Responsible for Monitoring:** Principal, Assistant Principals, Academics Action Team, CIT, NISD Instructional Coaches, Teachers **Title I:** 2.4, 2.5, 2.6 **Problem Statements:** Student Learning 1, 2, 3				

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

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: The campus continues to perform below the district average on district and state assessments. **Root Cause**: Depth of understanding of the standards in math and literacy lacks consistency. While learning targets are created and used as an instructional tool, assessing student understanding and mastery of the standard lacks common understanding and consistent implementation.

Student Learning

Problem Statement 2: High quality Tier 1 instructional practices for planning and delivery are not pervasive across grade levels and content areas. Specifically, a deep understanding of the rigor of the standard, and how to craft a learning target, define success criteria, and determine appropriate formative assessment strategies is not consistent.
Root Cause: Teacher retention and rapid growth over several years continues to impact the breadth, depth, and experience related to best instructional practices, content knowledge, and understanding the rigor and success criteria for grade level standards.

Problem Statement 3: Students are not demonstrating literacy (reading and writing) proficiency. While students are demonstrating growth, not all students are meeting end of year expectations. The campus is performing below the district average on reading and writing assessments.   **Root Cause**: Gaps in student understanding of foundational literacy skills impact comprehension and written expression, including the ability for students to appropriately respond to prompts about text. Depth of teacher understanding about the SCR, CER, and ECR structures lacks consistency.

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: We will place an emphasis on Tier I instructional design, delivery, and intervention in order to improve academic achievement of all students. We will use learning targets as an instructional tool to engage students in learning. We will use formative assessments as a tool to measure success and mastery of the learning target, as well as progress and mastery of grade level standards and skills. **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. By consistently using data to drive and plan instruction, teachers will be empowered to make decisions based on individual student need. Students will be active participants in goal setting, self-assessment, and progress monitoring throughout the lesson cycle. **Staff Responsible for Monitoring:** Principal, Assistant Principals, CIT, Teachers, NISD Instructional Coaches **Title I:** 2.4, 2.5, 2.6 **Problem Statements:** Student Learning 1, 2, 3, 5 - School Processes & Programs 1	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**May**

Strategy 2 Details	Reviews			
Strategy 2: We will respond to data at the campus, grade level, and individual student level, using the 4Dx framework to set team goals and TEK/skill-based goals for all students. Progress will be monitored quarterly for grade level team goals, and on four-week cycles for individual student goals using accountability structures such as WIG Sessions/State of the Campus. Progress toward grade level and student goals will be communicated through campus scoreboards, student WIG sheets, Leadership Notebooks, student Data Splash Pages, and WIG Session (State of the Campus/Team/Student) celebrations. **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 teacher connection to district/campus initiatives. 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 all student groups. **Staff Responsible for Monitoring:** Principal, Assistant Principals, CIT, Leadership and Academic Action Teams, Teachers **Title I:** 2.4, 2.5, 2.6 **Problem Statements:** Student Learning 1, 2, 3, 5 - School Processes & Programs 1	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**May**

Strategy 3 Details		Reviews			
Strategy 3: Small groups will be leveraged as a high yield instructional strategy to meet the individual needs of students. Small group instruction, during both the work period and LEAD Time, student goals, and intervention will be intentionally planned based on the needs of the student and end of year expectations. Student instruction and intervention progress will be tracked longitudinally to monitor growth and achievement over time. These systems for progress monitoring will be used to inform future small group arrangements and planning.		**Formative**			**Summative**
		Nov	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Teachers will have a clear picture of student growth progress and proficiency. Targeted intervention will be provided for students identified as needing support (Tier 2 and Tier 3). Campus, district, and state assessment data will reflect student growth and improvement in student achievement. **Staff Responsible for Monitoring:** Principal, Assistant Principals, CIT, Academic Action Team, Interventionists, Special Education Teachers, NISD instructional Coaches **Title I:** 2.4, 2.5, 2.6 **Problem Statements:** Student Learning 1, 2, 3					

Strategy 4 Details		Reviews			
Strategy 4: 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 participate in instructional planning. PLC structures will also provide the opportunity for progress monitoring, accountability, and celebration through WIG Sessions to review the state of the grade level team and the state of individual student performance.		**Formative**			**Summative**
		Nov	**Jan**	**Mar**	**May**
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/Instructional Framework. Instruction and instructional tasks will be aligned the needs of students. Increased achievement in all student groups. Improved OHI data and teacher self and collective efficacy. **Staff Responsible for Monitoring:** Principal, Assistant Principals, CIT, NISD Instructional Coaches, Academic Action Team, Teachers **Title I:** 2.4, 2.5, 2.6 **Problem Statements:** Student Learning 1, 2, 3 - School Processes & Programs 2					

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

Performance Objective 2 Problem Statements:

Student Learning

Problem Statement 1: The campus continues to perform below the district average on district and state assessments. **Root Cause**: Depth of understanding of the standards in math and literacy lacks consistency. While learning targets are created and used as an instructional tool, assessing student understanding and mastery of the standard lacks common understanding and consistent implementation.

Problem Statement 2: High quality Tier 1 instructional practices for planning and delivery are not pervasive across grade levels and content areas. Specifically, a deep understanding of the rigor of the standard, and how to craft a learning target, define success criteria, and determine appropriate formative assessment strategies is not consistent. **Root Cause**: Teacher retention and rapid growth over several years continues to impact the breadth, depth, and experience related to best instructional practices, content knowledge, and understanding the rigor and success criteria for grade level standards.

Problem Statement 3: Students are not demonstrating literacy (reading and writing) proficiency. While students are demonstrating growth, not all students are meeting end of year expectations. The campus is performing below the district average on reading and writing assessments. **Root Cause**: Gaps in student understanding of foundational literacy skills impact comprehension and written expression, including the ability for students to appropriately respond to prompts about text. Depth of teacher understanding about the SCR, CER, and ECR structures lacks consistency.

Problem Statement 5: A plan to support meaningful, relevant, and academic focused home - school partnerships is not adequately developed or sustainable to support student growth and achievement in a rapid growth, Title I community. **Root Cause**: Not all families have access to and/or the background knowledge necessary to support the instructional needs of students to 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.

School Processes & Programs

Problem Statement 1: A plan to support meaningful, relevant, and academic focused home - school partnerships is not adequately developed or sustainable to support student growth and achievement in a rapid growth, Title I community. **Root Cause**: Not all families have access to and/or the background knowledge necessary to support the instructional needs of students to 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: The campus model to support new and induction year teachers has not been in place long enough to sufficiently support leadership development, content knowledge and expertise, and/or high leverage tier 1 instructional practices. A leadership pipeline to develop teacher leaders is in an implementation phase. **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 --2 year staff need continuous learning and support related to the NISD Strategic Plan, NISD Instructional Framework, NISD curriculum, Emergent Tree, and the LIM.

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**
Strategy 1: We will provide students 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 skill building with the campus core values and campus behavior support framework (Lead Self: Be Safe, Lead Others: Be Respectful, Lead the Pack: Be Responsible) as part of the Emergent Tree framework, as well as the Leader in Me Leadership Competencies.	**Nov**	**Jan**	**Mar**	**May**
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 (Hills Huddle), 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. **Staff Responsible for Monitoring:** Principal, Assistant Principals, Counselors, Emergent Tree Team, Student Lighthouse Team Facilitators, Leadership and Culture Action Teams, GATES Teacher, Teachers, PTA **Title I:** 2.5, 2.6 **Problem Statements:** Demographics 1, 2 - Student Learning 4 - Perceptions 2				

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

Performance Objective 3 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. Recognizing alignment between LIM and Emergent Tree frameworks, building trust, and developing authentic partnerships with new staff, students, and families is a need. **Root Cause**: Seven Hills continues to experience rapid growth and opportunities to engage with the campus continue to be inconsistent or do not meet the diverse needs of all stakeholders. The Leader in Me and Emergent Tree are comprehensive frameworks requiring training.
Problem Statement 2: All students do not have equitable access to educational opportunity. **Root Cause**: Seven Hills continues to experience high rates of student mobility, rapid growth, and continues to be identified as a Title I school.

Student Learning
Problem Statement 4: All students do not have equitable access to educational opportunity.   **Root Cause**: Seven Hills continues to experience high rates of student mobility, rapid growth, and continues to be identified as a Title I school.

Perceptions
Problem Statement 2: 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. Recognizing alignment between LIM and Emergent Tree frameworks, building trust, and developing authentic partnerships with new staff, students, and families is a need.   **Root Cause**: Seven Hills continues to experience rapid growth and opportunities to engage with the campus continue to be inconsistent or do not meet the diverse needs of all stakeholders. The Leader in Me and Emergent Tree are comprehensive frameworks requiring training.

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 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, Pack Partners, and new hire specific professional learning.		**Formative**			**Summative**
		Nov	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Improved teacher retention rates from 2023 - 2024 school year. 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, mentors/buddies, and accross the campus. **Staff Responsible for Monitoring:** Principal, Assistant Principals, Mentor Coordinator, CIT, Mentor and Buddy Teachers, NISD Curriculum Coaches **Title I:** 2.5, 2.6 **Problem Statements:** Demographics 1 - School Processes & Programs 2, 3 - Perceptions 2					

0% No Progress	100% 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. Recognizing alignment between LIM and Emergent Tree frameworks, building trust, and developing authentic partnerships with new staff, students, and families is a need. **Root Cause**: Seven Hills continues to experience rapid growth and opportunities to engage with the campus continue to be inconsistent or do not meet the diverse needs of all stakeholders. The Leader in Me and Emergent Tree are comprehensive frameworks requiring training.

School Processes & Programs

Problem Statement 2: The campus model to support new and induction year teachers has not been in place long enough to sufficiently support leadership development, content knowledge and expertise, and/or high leverage tier 1 instructional practices. A leadership pipeline to develop teacher leaders is in an implementation phase. **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 --2 year staff need continuous learning and support related to the NISD Strategic Plan, NISD Instructional Framework, NISD curriculum, Emergent Tree, and the LIM.

Problem Statement 3: 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. Recognizing alignment between LIM and Emergent Tree frameworks, building trust, and developing authentic partnerships with new staff, students, and families is a need. **Root Cause**: Seven Hills continues to experience rapid growth and opportunities to engage with the campus continue to be inconsistent or do not meet the diverse needs of all stakeholders. The Leader in Me and Emergent Tree are comprehensive frameworks requiring training.

Perceptions

Problem Statement 2: 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. Recognizing alignment between LIM and Emergent Tree frameworks, building trust, and developing authentic partnerships with new staff, students, and families is a need. **Root Cause**: Seven Hills continues to experience rapid growth and opportunities to engage with the campus continue to be inconsistent or do not meet the diverse needs of all stakeholders. The Leader in Me and Emergent Tree are comprehensive frameworks requiring training.

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 provide opportunities for all staff to develop themselves as leaders of self. 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. The campus will participate in one campus based professional learning session focused on the 7 Habits, and three Leader in Me coaching days throughout the school year. Action Team Facilitators will participate in LIM Community Coaching Days. All staff will be provided LIM "booster" professional development through the Weekly Greatness, Win-Win Wednesdays, and 7 Habits in 7 Minutes sessions.		**Formative**		**Summative**
		Nov	Jan	Mar	May
Strategy's Expected Result/Impact: Common understanding and language around the 7 Habits, Leadership Competencies, and Emergent Tree framework, and a connection between the frameworks and their implementation. 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. **Staff Responsible for Monitoring:** Principal, Assistant Principals, CIT, Counselors, Leadership and Culture Action Teams, Emergent Tree Team, Staff **Title I:** 2.5 **Problem Statements:** Demographics 1, 4 - School Processes & Programs 3 - Perceptions 1, 2					

Strategy 2 Details	Reviews			
Strategy 2: We will develop a campus leadership pipeline by leveraging staff genius and interest in shared leadership opportunities. Campus systems and structures supporting teacher leader development include Action Team membership, PLC facilitation, Win-Win Wednesday session presenters, 7 Habits and 7 Minutes presenters, book studies, and professional development facilitators.	Formative			Summative
	Nov	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Development of a campus-based leadership pipeline. 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 Principals, CIT, Action Teams members, Teachers **Title I:** 2.4, 2.5, 2.6 **Problem Statements:** School Processes & Programs 2				

0% No Progress   100% 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. Recognizing alignment between LIM and Emergent Tree frameworks, building trust, and developing authentic partnerships with new staff, students, and families is a need.   **Root Cause**: Seven Hills continues to experience rapid growth and opportunities to engage with the campus continue to be inconsistent or do not meet the diverse needs of all stakeholders. The Leader in Me and Emergent Tree are comprehensive frameworks requiring training.
Problem Statement 4: Student behaviors are increasingly reactive, extreme, and dysregulated. Staff are not adequately equipped to support the diverse, sometimes crisis level, behavior needs of students. Students/staff need consistent access to experts able to support intervention to ensure safety.   **Root Cause**: Tier 1 professional learning through Emergent Tree built teacher capabilities for responding to student behavior, & established common expectations and language, yet teachers continue to be insufficiently prepared to support all tier 2 & 3 student behaviors. Continued training & access to easily implemented de-escalation strategies & behavior/classroom management tools are needed.
School Processes & Programs
Problem Statement 2: The campus model to support new and induction year teachers has not been in place long enough to sufficiently support leadership development, content knowledge and expertise, and/or high leverage tier 1 instructional practices. A leadership pipeline to develop teacher leaders is in an implementation phase.   **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 --2 year staff need continuous learning and support related to the NISD Strategic Plan, NISD Instructional Framework, NISD curriculum, Emergent Tree, and the LIM.
Problem Statement 3: 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. Recognizing alignment between LIM and Emergent Tree frameworks, building trust, and developing authentic partnerships with new staff, students, and families is a need.   **Root Cause**: Seven Hills continues to experience rapid growth and opportunities to engage with the campus continue to be inconsistent or do not meet the diverse needs of all stakeholders. The Leader in Me and Emergent Tree are comprehensive frameworks requiring training.

Perceptions

Problem Statement 1: Student behaviors are increasingly reactive, extreme, and dysregulated. Staff are not adequately equipped to support the diverse, sometimes crisis level, behavior needs of students. Students/staff need consistent access to experts able to support intervention to ensure safety. **Root Cause**: Tier 1 professional learning through Emergent Tree built teacher capabilities for responding to student behavior, & established common expectations and language, yet teachers continue to be insufficiently prepared to support all tier 2 & 3 student behaviors. Continued training & access to easily implemented de-escalation strategies & behavior/classroom management tools are needed.

Problem Statement 2: 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. Recognizing alignment between LIM and Emergent Tree frameworks, building trust, and developing authentic partnerships with new staff, students, and families is a need. **Root Cause**: Seven Hills continues to experience rapid growth and opportunities to engage with the campus continue to be inconsistent or do not meet the diverse needs of all stakeholders. The Leader in Me and Emergent Tree are comprehensive frameworks requiring training.

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: We will provide opportunities for all staff to participate in job-embedded, tightly aligned professional learning to support high quality instruction. 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. State of the Campus will be implemented, providing the opportunity to learn from and with each other.		**Formative**			**Summative**
		Nov	**Jan**	**Mar**	**May**
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, formative assessment, 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. Increase teacher collective efficacy. Growth on OHI. **Staff Responsible for Monitoring:** Principal, Assistant Principals, CIT, Academic Action Team, Teachers, NISD Instructional Coaches **Title I:** 2.4, 2.5, 2.6 **Problem Statements:** Student Learning 2 - School Processes & Programs 2					

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

Performance Objective 3 Problem Statements:

Student Learning
Problem Statement 2: High quality Tier 1 instructional practices for planning and delivery are not pervasive across grade levels and content areas. Specifically, a deep understanding of the rigor of the standard, and how to craft a learning target, define success criteria, and determine appropriate formative assessment strategies is not consistent. **Root Cause**: Teacher retention and rapid growth over several years continues to impact the breadth, depth, and experience related to best instructional practices, content knowledge, and understanding the rigor and success criteria for grade level standards.

School Processes & Programs
Problem Statement 2: The campus model to support new and induction year teachers has not been in place long enough to sufficiently support leadership development, content knowledge and expertise, and/or high leverage tier 1 instructional practices. A leadership pipeline to develop teacher leaders is in an implementation phase. **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 --2 year staff need continuous learning and support related to the NISD Strategic Plan, NISD Instructional Framework, NISD curriculum, Emergent Tree, and the LIM.

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 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, core values, and leadership competencies. High leverage and new opportunities include, but are not limited to, Sharpen the Saw Clubs (student, parent, and community member leadership), Student Led Conferences, new student and family welcome programs, and a multi-cultural celebration. Platforms to engage families include the addition of Hills Highlight videos to inform families of campus practices, and Den Chats to engage families in leadership development beyond the school.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**May**
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 Principals, CIT, Counselors, Leadership and Academic Action Teams, 7 Habits of Healthy Families Trainers, Student Lighthouse Team, Staff **Title I:** 2.5, 4.1, 4.2 **Problem Statements:** Demographics 1, 2 - Student Learning 4, 5 - School Processes & Programs 1, 3 - Perceptions 2				

Strategy 2 Details	Reviews			
	Formative			**Summative**
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.	**Nov**	**Jan**	**Mar**	**May**
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, 2 - Student Learning 4, 5 - School Processes & Programs 1 - Perceptions 2				

0% No Progress　　　100% 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. Recognizing alignment between LIM and Emergent Tree frameworks, building trust, and developing authentic partnerships with new staff, students, and families is a need.　**Root Cause**: Seven Hills continues to experience rapid growth and opportunities to engage with the campus continue to be inconsistent or do not meet the diverse needs of all stakeholders. The Leader in Me and Emergent Tree are comprehensive frameworks requiring training.
Problem Statement 2: All students do not have equitable access to educational opportunity.　**Root Cause**: Seven Hills continues to experience high rates of student mobility, rapid growth, and continues to be identified as a Title I school.

Student Learning
Problem Statement 4: All students do not have equitable access to educational opportunity.　**Root Cause**: Seven Hills continues to experience high rates of student mobility, rapid growth, and continues to be identified as a Title I school.
Problem Statement 5: A plan to support meaningful, relevant, and academic focused home - school partnerships is not adequately developed or sustainable to support student growth and achievement in a rapid growth, Title I community.　**Root Cause**: Not all families have access to and/or the background knowledge necessary to support the instructional needs of students to 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.

School Processes & Programs

Problem Statement 1: A plan to support meaningful, relevant, and academic focused home - school partnerships is not adequately developed or sustainable to support student growth and achievement in a rapid growth, Title I community. **Root Cause**: Not all families have access to and/or the background knowledge necessary to support the instructional needs of students to 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 3: 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. Recognizing alignment between LIM and Emergent Tree frameworks, building trust, and developing authentic partnerships with new staff, students, and families is a need. **Root Cause**: Seven Hills continues to experience rapid growth and opportunities to engage with the campus continue to be inconsistent or do not meet the diverse needs of all stakeholders. The Leader in Me and Emergent Tree are comprehensive frameworks requiring training.

Perceptions

Problem Statement 2: 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. Recognizing alignment between LIM and Emergent Tree frameworks, building trust, and developing authentic partnerships with new staff, students, and families is a need. **Root Cause**: Seven Hills continues to experience rapid growth and opportunities to engage with the campus continue to be inconsistent or do not meet the diverse needs of all stakeholders. The Leader in Me and Emergent Tree are comprehensive frameworks requiring training.

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. Opportunities include but are not limited to Leadership Action Teams, Student Lighthouse Teams, stakeholder meetings, Coffee with the Principal, PTA, WATCH DOGs/Rad Dads, service-learning projects and leadership challenges. Campus listening sessions will be held quarterly, offering staff an opportunity to offer feedback on campus initiatives and goals. Feedback collected in listening sessions will be used for campus planning with action teams.		**Formative**			**Summative**	
		Nov	**Jan**	**Mar**	**May**	
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 Principals, Counselors, Academic Action Team, Leadership Action Team, Staff, Student Lighthouse Team, PTA						
Title I: 4.1, 4.2						
Problem Statements: Demographics 1 - Student Learning 5 - School Processes & Programs 1 - Perceptions 2						

Strategy 2 Details			Reviews			
Strategy 2: We will recognize personal and group success for academic and leadership growth/achievement. Individual celebrations may include It's HOW we Lead letters home, Culture Cultivator recognitions, Woot Woot Wednesdays, and Lighthouse Leader nominations. Group celebrations may include Feedback board celebrations, WIG Session celebrations, and Honoring the Greatness in You ribbons. A celebrations menu will be implemented to offer voice and choice in how groups and individuals are recognized for achievements.		**Formative**			**Summative**	
		Nov	**Jan**	**Mar**	**May**	
Strategy's Expected Result/Impact: Improved employee retention rates. Improve OHI scores.						
Staff Responsible for Monitoring: Principal, Assistant Principals, CIT, Counselors, Culture Action Team, Student Lighthouse Team, Staff						
Title I: 2.5						
Problem Statements: Demographics 1 - Student Learning 1, 5 - School Processes & Programs 1 - Perceptions 2						

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. Recognizing alignment between LIM and Emergent Tree frameworks, building trust, and developing authentic partnerships with new staff, students, and families is a need.   **Root Cause**: Seven Hills continues to experience rapid growth and opportunities to engage with the campus continue to be inconsistent or do not meet the diverse needs of all stakeholders. The Leader in Me and Emergent Tree are comprehensive frameworks requiring training.

Student Learning
Problem Statement 1: The campus continues to perform below the district average on district and state assessments.   **Root Cause**: Depth of understanding of the standards in math and literacy lacks consistency. While learning targets are created and used as an instructional tool, assessing student understanding and mastery of the standard lacks common understanding and consistent implementation.
Problem Statement 5: A plan to support meaningful, relevant, and academic focused home - school partnerships is not adequately developed or sustainable to support student growth and achievement in a rapid growth, Title I community.   **Root Cause**: Not all families have access to and/or the background knowledge necessary to support the instructional needs of students to 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.

School Processes & Programs
Problem Statement 1: A plan to support meaningful, relevant, and academic focused home - school partnerships is not adequately developed or sustainable to support student growth and achievement in a rapid growth, Title I community.   **Root Cause**: Not all families have access to and/or the background knowledge necessary to support the instructional needs of students to 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 2: 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. Recognizing alignment between LIM and Emergent Tree frameworks, building trust, and developing authentic partnerships with new staff, students, and families is a need.   **Root Cause**: Seven Hills continues to experience rapid growth and opportunities to engage with the campus continue to be inconsistent or do not meet the diverse needs of all stakeholders. The Leader in Me and Emergent Tree are comprehensive frameworks requiring training.

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 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). We will begin to plan for Tier 2 behavior support aligned with the Emergent Tree Framework.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Apply learning from Emergent Tree at the campus level. Develop common campus language, and 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 Principals, Counselors, Campus Behavior Support Framework Team, Teachers **Title I:** 2.4, 2.6 **Problem Statements:** Demographics 4 - Perceptions 1				
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.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**May**
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, Counselors **Title I:** 2.4, 2.5, 2.6 **Problem Statements:** Demographics 2 - Student Learning 4				

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

Performance Objective 3 Problem Statements:

Demographics

Problem Statement 2: All students do not have equitable access to educational opportunity. **Root Cause**: Seven Hills continues to experience high rates of student mobility, rapid growth, and continues to be identified as a Title I school.

Problem Statement 4: Student behaviors are increasingly reactive, extreme, and dysregulated. Staff are not adequately equipped to support the diverse, sometimes crisis level, behavior needs of students. Students/staff need consistent access to experts able to support intervention to ensure safety. **Root Cause**: Tier 1 professional learning through Emergent Tree built teacher capabilities for responding to student behavior, & established common expectations and language, yet teachers continue to be insufficiently prepared to support all tier 2 & 3 student behaviors. Continued training & access to easily implemented de-escalation strategies & behavior/classroom management tools are needed.

Student Learning

Problem Statement 4: All students do not have equitable access to educational opportunity. **Root Cause**: Seven Hills continues to experience high rates of student mobility, rapid growth, and continues to be identified as a Title I school.

Perceptions

Problem Statement 1: Student behaviors are increasingly reactive, extreme, and dysregulated. Staff are not adequately equipped to support the diverse, sometimes crisis level, behavior needs of students. Students/staff need consistent access to experts able to support intervention to ensure safety. **Root Cause**: Tier 1 professional learning through Emergent Tree built teacher capabilities for responding to student behavior, & established common expectations and language, yet teachers continue to be insufficiently prepared to support all tier 2 & 3 student behaviors. Continued training & access to easily implemented de-escalation strategies & behavior/classroom management tools are needed.

Northwest Independent School District

Lance Thompson Elementary

2024-2025 Campus Improvement Plan

Core Beliefs

Kids come first.

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

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

Learning is influenced by environment.

Northwest ISD Vision

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

Northwest ISD Mission

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

Table of Contents

Comprehensive Needs Assessment

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 support embedded.

Our teachers need to have a common understanding of our practices, TEKS, and the curriculum. We will be working to deepen our knowledge in all areas through a variety of learning experiences throughout the year.

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	MTSS	Homeless
57%	18%	5%	6%	14%	9%	18%	4%	92%	14%	11%	22%		0

Our demographics are shifting to a more diverse population. We are seeing increases in Special Education and Dyslexia as well as our Asian population.

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 not see the level of growth in 4th and 5th as we see in 2nd and 3rd grades. **Root Cause:** Our teachers need to have a DEEP understanding of the TEKS.
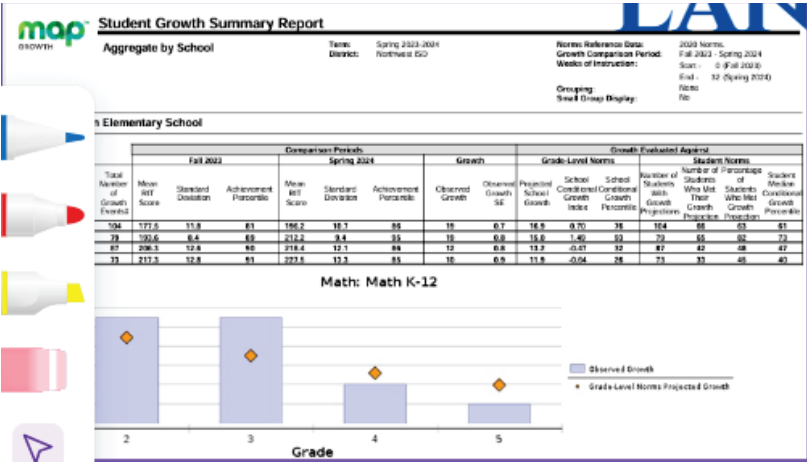
Problem Statement 2 (Prioritized): We have a large number of students with a vast variety of interests. **Root Cause:** Our student population is changing.

Student Learning

Student Learning Summary

Student Learning Section:

Grade Level & Test	2023 3rd Grade Reading	2024 3rd Grade Reading	2023 3rd Grade Math	2024 3rd Grade Math	2023 4th Grade Reading	2024 4th Grade Reading	2023 4th Grade Math	2024 4th Grade Math	2023 5th Grade Reading	2024 5th Grade Reading	2023 5th Grade Math	2024 5th Grade Math	2023 5th Grade Science	2024 5th Grade Science
% Approaches	92%	95%	88%	92%	88%	92%	75%	74%	95%	87%	85%	90%	84%	79%

We have met as an ILT to start looking at what our plan will be to address the needs of our students.

   * Unpack TEKS of our "5 worst performance TEKS"

   * We are adding training for teachers

* Formative Assessment

* 2E needs

* small group instruction

MCLASS

	K	1	2	3
% On/Above Reading Level Composite (Green & Blue)	78%	62%	75%	79%
% Risk Indicator	0%	4%	n/a	n/a

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	16	20	12.2	14	9.2	7	7.4	6
Math	16.9	19	15	19	13.2	12	11.9	10

We will be using MAPs data to target students' needs during differentiated instruction.

MAP Growth — Student Growth Summary Report — Aggregate by School — Lance Thompson Elementary School — Language Arts: Reading

Student Growth Summary Report

Aggregate by School

Lance Thompson Elementary School

Science: Science K-12

Science: Science K-12

STAAR Summative Mathematics

Grades Tested: **3, 4, 5, 7**

Tests Taken: **254**

Date Last Taken: **05/03/2024**

Percent	15%	21%	35%	29%
Count	38	53	90	73

STAAR Summative Reading Language Arts

Grades Tested: **3, 4, 5**

Tests Taken: **257**

Date Last Taken: 04/17/2024

Percent	9%	21%	30%	41%
Count	23	53	76	105

STAAR Summative Science

Grades Tested: **5**

Tests Taken: **77**

Date Last Taken: **04/23/2024**

Percent	21%	30%	30%	19%
Count	16	23	23	15

TELPAS Composite

Grades Tested: **KG, 1, 2, 3, 4, 5**

Tests Taken: **59**

Date Last Taken: **03/27/2024**

Percent	3%	19%	56%	22%
Count	2	11	33	13

Student Learning Strengths

Teachers are committed to helping students take ownership of their learning.

* Goal setting folders (updated structures from last year)

* Goal setting meetings

* PLC time looking at data to monitor student growth in specific TEKS

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): We do not see the level of growth in 4th and 5th as we see in 2nd and 3rd grades.   **Root Cause:** Our teachers need to have a DEEP understanding of the TEKS.

Problem Statement 2 (Prioritized): Our teachers have different experiences starting our school year. We have first-year teachers and experienced teachers, new to NISD, and 20+ yr veterans. We do not have a common, clear understanding of many of our practices.   **Root Cause:** We need to set a clear expectation to start the year; as well as, monitor the progress throughout the year.

Problem Statement 3 (Prioritized): We have a significantly larger number of 1st graders low in reading according to MClass.   **Root Cause:** We need to ensure our Interventions at Kinder are effective.

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.

   * The master schedule was shifted to help our interventionists have enough time in the day to meet all of our students' needs.

   *Scheduling of services

      * clubs that reach more students

      * based on student feedback, our 5th-grade teachers are finding more opportunities for students to demonstrate their leadership skills.

   * Using our staff talent to grow the staff

      * Teacher leaders leading staff PD: PLCs, Thursday afternoon, Workout Wednesdays, Lunch and Learns, Extra planning time.

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 helping our campus be aligned in all areas.

   * Our Emergent Tree committee has reflected on last year's implementation and made changes to our practices for this year.

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): Our students are asking for more opportunities for extracurricular opportunities.   **Root Cause:** Our students enjoy showing their abilities, our staff have limited time through the year to host extracurricular activities.

Problem Statement 2 (Prioritized): We are struggling to find quality applicants for open positions.   **Root Cause:** We are a fast-growing campus.

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 events

   - families can come up have have their student present their growth to their goals

* Weekly emails of a weekly calendar of important events sent each week

* Clear communication at all levels: staff, students, and families.

Perceptions Strengths

We have a beautiful building.

Our families are very supportive and help our new families get acclimated to our policies and procedures. Emergent Tree has helped our students who transfer from within the district.

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.

We are having a few of our students who face specific needs come in for small groups to meet the teacher. We want to help students feel comfortable at school from the first moment.

Priority Problem Statements

Problem Statement 1: We do not see the level of growth in 4th and 5th as we see in 2nd and 3rd grades.

Root Cause 1: Our teachers need to have a DEEP understanding of the TEKS.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: We not see the level of growth in 4th and 5th as we see in 2nd and 3rd grades.

Root Cause 2: Our teachers need to have a DEEP understanding of the TEKS.

Problem Statement 2 Areas: Demographics

Problem Statement 3: Our teachers have different experiences starting our school year. We have first-year teachers and experienced teachers, new to NISD, and 20+ yr veterans. We do not have a common, clear understanding of many of our practices.

Root Cause 3: We need to set a clear expectation to start the year; as well as, monitor the progress throughout the year.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: We have a significantly larger number of 1st graders low in reading according to MClass.

Root Cause 4: We need to ensure our Interventions at Kinder are effective.

Problem Statement 4 Areas: Student Learning

Problem Statement 5: We have a large number of students with a vast variety of interests.

Root Cause 5: Our student population is changing.

Problem Statement 5 Areas: Demographics

Problem Statement 6: We are struggling to find quality applicants for open positions.

Root Cause 6: We are a fast-growing campus.

Problem Statement 6 Areas: School Processes & Programs

Problem Statement 7: Our students are asking for more opportunities for extracurricular opportunities.

Root Cause 7: Our students enjoy showing their abilities, our staff have limited time through the year to host extracurricular activities.

Problem Statement 7 Areas: School Processes & Programs

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- 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
- State and federal planning requirements

Accountability Data

- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Local Accountability Systems (LAS) data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Texas approved PreK - 2nd grade assessment data
- 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
- 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
- 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
- Campus leadership 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
- 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: Intentionally plan new early intervention opportunities for our students who are not where we expect them to be in their letter sounds and ID:
  1. Use our Mentor Students to practice with our K/1 students before school as their morning work.
  2. Set up intervention activities in the Quad for quick sessions. (use the activities our MTSS team put together)
    Strategy's Expected Result/Impact: K-3 increased by 10% on students on or above grade level in letter sound and ID on Mclass
    Staff Responsible for Monitoring: Classroom teacher
    MTSS team
 	
    Targeted Support Strategy
    Problem Statements: Student Learning 3
	Formative			**Summative**

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

Strategy 2 Details	Reviews			

Strategy 2: During planning time, be intentional while planning for:
  1. incorporating vocabulary throughout the day
  2. Look for interactive ways for students to use vocabulary
    Strategy's Expected Result/Impact: K-3 increased by 10% on students on or above grade level in letter sound and ID on Mclass
    Staff Responsible for Monitoring: Classroom teacher
 	
    Targeted Support Strategy
    Problem Statements: Student Learning 1, 3
	Formative			**Summative**

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

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

Performance Objective 1 Problem Statements:

Student Learning

Problem Statement 1: We do not see the level of growth in 4th and 5th as we see in 2nd and 3rd grades. **Root Cause**: Our teachers need to have a DEEP understanding of the TEKS.

Problem Statement 3: We have a significantly larger number of 1st graders low in reading according to MClass. **Root Cause**: We need to ensure our Interventions at Kinder are effective.

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: Build a plan to support our teachers in their growth in our craft:	**Formative**			**Summative**
1. Unpack TEKS of our lowest 5 TEKS in 3-5	**Nov**	**Jan**	**Mar**	**May**
2. Vertical planning of our lowest 5 TEKS in 3-5				
3. Look at small group instruction during planning				
4. Using Math coaches to refine our practices				
5. Instructional Walkthroughs				
Strategy's Expected Result/Impact: Students will increase STAAR scores in Math in on or above Meets:				
3- 70%				
4- 75%				
5-65%				
Staff Responsible for Monitoring: Classroom Teachers				
Leadership Team				
Targeted Support Strategy				
Problem Statements: Student Learning 1				
Strategy 2 Details	Reviews			
Strategy 2: Varying our Learning for our teachers to help them meet our students needs:	**Formative**			**Summative**
1. Learning Targets	**Nov**	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Increase in student depth of understanding of the success criteria so 90% of students are able to explain what they are doing in class and how they will know when they have mastered the concept.				
Staff Responsible for Monitoring: Classroom teachers				
Leadership Team				
Problem Statements: Student Learning 2				

Strategy 3 Details	Reviews			
Strategy 3: Goal Setting:	**Formative**			**Summative**
Refined our practice based on feedback from teams, students, and families The committee will present information to the campus (based on feedback from last year)	**Nov**	**Jan**	**Mar**	**May**

We have a Goal Setting committee that has taken feedback from last year and redesigned our Goal Setting initiative.
  - Students will reach more goals throughout the year. Using grade-aligned tracking devices.
  - Our Committee will conduct walkthroughs to gather alignment data
    - Ghost walks (BOY)
    - Campus Walks
    - Gallery walks of samples during Thursday PD days
 - We will have an opportunity for students and parents to give feedback at the end of the year.
 - We have opportunities for families to come to the school to be a part of the goal setting process
   - Parents can see the goals and the progress students have made.
   - There is a document on the desk to assist parents/families in discussing how goals can be supported at home.
 	
Strategy's Expected Result/Impact: We expect our students to meet the academic and social goals they set.
 	
Staff Responsible for Monitoring: Classroom teachers
Leadership team
Goal Setting Committee
 	
Targeted Support Strategy
Problem Statements: Student Learning 2				

Strategy 4 Details	Reviews			
Strategy 4: We will vary up our learning style this year. We will accommodate teachers with different background	**Formative**			**Summative**
knowledge on the topics and allow for differentiation throughout the process. Campus Learning Focus Topics:	**Nov**	**Jan**	**Mar**	**May**
1. Formative Assessments 2. 2E students 3. Learning Targets 4. Depth & Complexity 5. Small Group instruction 6. Content literacy **Strategy's Expected Result/Impact:** We will see academic gaps close: MTSS, progress monitoring, and MAPs **Staff Responsible for Monitoring:** Classroom teachers Leadership Team **Targeted Support Strategy** **Problem Statements:** Student Learning 1, 3				

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 1: We do not see the level of growth in 4th and 5th as we see in 2nd and 3rd grades.   **Root Cause**: Our teachers need to have a DEEP understanding of the TEKS.
Problem Statement 2: Our teachers have different experiences starting our school year. We have first-year teachers and experienced teachers, new to NISD, and 20+ yr veterans. We do not have a common, clear understanding of many of our practices.   **Root Cause**: We need to set a clear expectation to start the year; as well as, monitor the progress throughout the year.
Problem Statement 3: We have a significantly larger number of 1st graders low in reading according to MClass.   **Root Cause**: We need to ensure our Interventions at Kinder are effective.

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: Career Day:	**Formative**			**Summative**
We will have a day scheduled in the Spring, where community members come in and share their careers with our students. - Students will be able to ask questions. - Students will complete a survey to share how the day impacted them. Our leadership team will meet and reflect on the feedback we receive from students. **Strategy's Expected Result/Impact:** Students will have a broader understanding of careers available to them: **Staff Responsible for Monitoring:** Counselor **Problem Statements:** Demographics 2	**Nov**	**Jan**	**Mar**	**May**
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue				

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 2: We have a large number of students with a vast variety of interests.   **Root Cause**: Our student population is changing.

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: Social Media			**Formative**			**Summative**
Adding intentional, specific detail to our social media posts to explain the great work and learning happening on campus. - We will be able to look at applications in the Spring and see quality applicants. We will be tagging local Colleges and Universities in posts to attract new educators to learn about us.			**Nov**	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: We expect to have more applications for open positions, due to the exposure on social media. **Staff Responsible for Monitoring:** Lawson Pitts **Problem Statements:** School Processes & Programs 2						

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

Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 2: We are struggling to find quality applicants for open positions.   **Root Cause**: We are a fast-growing campus.

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: PLC Focus: All PLCs will use aligned agendas to ensure the learning cycles are being done with fidelity. All PLCs will grow team effectiveness based on the Tuckman's learning curve.			**Formative**		**Summative**
			Nov	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Students will have an equitable education. **Staff Responsible for Monitoring:** Leadership Team **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 5: Effective Instruction						

0% No Progress	100% Accomplished	→ Continue/Modify	✕ 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 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: Opportunities on campus for staff to grow:			**Formative**			**Summative**

We are offering more opportunities for teachers to learn in our craft, growth in leadership, and advancement within education on campus:
  - Different groups (i.e Coaching Corhort, Instructional Leadership Team, Organizational Leadership Team, New Teacher Walkthrough, Emergent Tree Committee, Goal Setting Committee, Learning Focus professional development team)
  - These cohorts all have specific purposes and are volunteer-based. Teachers join them based on the growing opportunity they are looking or.
  - Agenda minutes are available for all groups.
  - Data analysis is available from all groups
 	
Strategy's Expected Result/Impact: We will continue to see teachers growing in their professional goals. As measured through T-Tess and the teachers reaching the goals they have set.
Staff Responsible for Monitoring: Lawson Pitts
 	
Problem Statements: Student Learning 2
			Nov	**Jan**	**Mar**	**May**

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

Performance Objective 3 Problem Statements:

Student Learning
Problem Statement 2: Our teachers have different experiences starting our school year. We have first-year teachers and experienced teachers, new to NISD, and 20+ yr veterans. We do not have a common, clear understanding of many of our practices.   **Root Cause**: We need to set a clear expectation to start the year; as well as, monitor the progress throughout the year.

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: Backstage to Learning: This year we are using our social media to share with our community what happens at school. - Showing what teachers are learning during professional development - Showcasing our students while they are filming Lion's TV - Spotlighting learning on campus We will get feedback from families in our EOY survey.		**Formative**		**Summative**
		Nov	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: We will have more positive engagement from our families, as measured in our EOY parent survey. **Staff Responsible for Monitoring:** Lawson Pitts Librarian Counselor **Problem Statements:** School Processes & Programs 1				
0% No Progress 100% Accomplished → Continue/Modify ✖ Discontinue				

Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 1: Our students are asking for more opportunities for extracurricular opportunities.   **Root Cause**: Our students enjoy showing their abilities, our staff have limited time through the year to host extracurricular activities.

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 Staff will utilize:	**Formative**			**Summative**
1. Reach and Respond 2. Be awesome boards	**Nov**	**Jan**	**Mar**	**May**

3. Core Value Matrix to teach and monitor Tier 1 student behaviors
We will see more campus celebrations, we will see more aligned behavior across the campus, and we will have fewer behavior referrals.
 We will gather data throughout the year.
 - Campus walkthroughs
 - look at the amount of Campus celebrations we get to have:
  - Complete "LIONS" spelled out in completed "Be Awesome Boards" Each letter has a campus reward attached.
   - Awards were selected from a committee of students and teachers
 	
  Strategy's Expected Result/Impact: We will have complete alignment across the campus on behavior expectations. We will see this in the Emergent Tree walkthrough results.
 	
  Staff Responsible for Monitoring: Emergent Tree Committee
Leadership Team
 	
  Problem Statements: Student Learning 2				

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

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 2: Our teachers have different experiences starting our school year. We have first-year teachers and experienced teachers, new to NISD, and 20+ yr veterans. We do not have a common, clear understanding of many of our practices. **Root Cause**: We need to set a clear expectation to start the year; as well as, monitor the progress throughout the year.

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: Campus Communication:	**Formative**			**Summative**
We are refining our campus communication based on OHI and campus feedback surveys	**Nov**	**Jan**	**Mar**	**May**
1. Weekly Email- redesign to make it easier to find new information				
2. Campus Canvas course to house ALL information.				
3. Set clear expectations at the beginning of the years as a campus				
Strategy's Expected Result/Impact: Students and teachers will have a clear understanding of expectations.				
Staff Responsible for Monitoring: Leadership team				
Problem Statements: Student Learning 2				

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

Performance Objective 3 Problem Statements:

Student Learning
Problem Statement 2: Our teachers have different experiences starting our school year. We have first-year teachers and experienced teachers, new to NISD, and 20+ yr veterans. We do not have a common, clear understanding of many of our practices. **Root Cause**: We need to set a clear expectation to start the year; as well as, monitor the progress throughout the year.

Northwest Independent School District

Thompson Elementary School

2024-2025 Campus Improvement Plan

Mission Statement

Northwest ISD Mission

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

J.C. Thompson Elementary School Mission

J.C. Thompson Elementary, together with families and community, will provide a positive learning environment where students engage in impactful learning opportunities, preparing them for success in an ever-changing world.

Vision

Northwest ISD Vision

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

J.C. Thompson Elementary School Vision

Empowered to learn, motivated to lead!

Core Beliefs

Northwest ISD and Thompson Elementary Core Beliefs

Kids come first.

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

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

Learning is influenced by environment.

Table of Contents

Comprehensive Needs Assessment

Demographics

Demographics Summary

Demographic Section:

White	Hispanic	African American	2 or More Races	Asian	Economically Disadvantaged	Special Education	504	Dyslexia	GT	EB	At-Risk	MTSS	Homeless
40.5%	31.4%	17.2%	6.7%	4%	38.5%	24.2%	3.2%	8%	6.9%	8.5%	34.9%	21%	0

J.C. Thompson Elementary, opened in 2011, is currently home to 727 students. We are a diverse and dynamic campus, and 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 has increased from 36% last year to 38.5% this year. We serve 24.5% of our student body with Special Education services, increasing year after year, and 8% of our students are served as students with characteristics of dyslexia. We serve 21% of our students in MTSS. 34.9% of our students are at-risk.

Demographics Strengths

J.C. Thompson Elementary has established processes to support student behavior and citizenship campus wide. In conjunction with our T.R.A.I.L. Guide our team has developed a behavior matrix that outlines positive reinforcements and reflection activities. Students and staff celebrate positive behaviors and choices through our Blazer Brags Boards as a visual representation of success.

This year we are focusing on our C3 committees which consist of culture, continued learning and curriculum. The goal is to work collectively to improve student academics, support teacher development and impact instructional practices.

Our Parent Teacher Association has increased the number of opportunities available for families to volunteer campus, participate in after school activities and collaborate with our local community. We will partner with PTA to host school events that encourage parent presences and engagement to maximize our overall impact campus wide.

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.

Student Learning

Student Learning Summary

2024 EOY mClass	K	1	2	3	4	5
% On/Above Reading Level	71%	70%	57%	48%	%	%
% Met Growth Projection	36%	41%	42%	37%	%	%

According to mClass data, more students in the primary grades are at or above their reading level. Less than half of our students in grades K-3 met their growth projections last year. Our campus will address students' mClass needs through small group instruction and data monitoring.

STAAR Data	2023 3rd Grade Reading	2024 3rd Grade Reading	2023 4th Grade Reading	2024 4th Grade Reading	2023 5th Grade Reading	2024 5th Grade Reading
% Approaches and higher	79%	64%	80%	77%	77%	77%

Grade Level & Test	2023 3rd Grade Math	2024 3rd Grade Math	2023 4th Grade Math	2024 4th Grade Math	2023 5th Grade Math	2024 5th Grade Math
% Approaches and higher	73%	56%	65%	63%	64%	66%

We experienced decreases in our STAAR passing rates.

- 3rd and 4th grade reading scores declined.

- 5th grade reading scores remained the same.

- 3rd and 4th grade math scores declined.

- 5th grade math experienced an increase.

Our campus will collaborate with district staff and campus support staff to identify critical areas of instructional planning. Professional development PLCs will be targeted, data driven and intentional. Teachers will learn how to interpret data, planning and progress monitor to determine student mastery.

MAP Growth Data Spring 23- Spring 24

	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	16	14	12.9	9	9.9	7	7.7	4
Math	17	16	14.7	13	12.8	12	11.1	9

According to our growth measures in MAP

- We have opportunities for growth in grade 3-5.

- On all reading MAP tests we did not meet our expected growth.

Our campus will participate in professional development opportunities to support teacher understanding of MAP. And focused on the utilization of MAP data to impact instructional planning an delivery.

Student Learning Strengths

Explicit phonics instruction in K-1

Utilizing district coaches for PLCs to strengthen instruction

Regular data PLCs to track student progress and design lessons to fill student gaps

SEL needs of students are met through daily Morning Meetings

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): 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.

School Processes & Programs

School Processes & Programs Summary

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 12th 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 13- 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): 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 social-emotional needs continue to increase, resulting from changing times, fast growth, and the pandemic. We have access to student well being 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' 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.

Priority Problem Statements

Problem Statement 1: 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 1: 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 1 Areas: School Processes & Programs

Problem Statement 2: While our students are growing as readers, we are still performing below the district average for on/above level readers.

Root Cause 2: 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 Areas: Student Learning

Problem Statement 3: 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 3: 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 3 Areas: Perceptions

Problem Statement 4: 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 4: 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 4 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: Identify bubble students and specific TEKs to target and monitor for growth to the next band.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase the percentage of students scoring in the Meets or above performance levels on STAAR by 10% in grades 3-5.		**Nov**	**Jan**	**Mar**	**May**
Staff Responsible for Monitoring: Classroom Teachers District Coaches Admin **TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Student Learning 1 - School Processes & Programs 1					
Strategy 2 Details		**Reviews**			
Strategy 2: Conduct 6 week data meetings to determine next steps for student growth. Teams will review student data from classroom walkthroughs, progress monitoring and goal commitments to develop plans.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase the percentage of students scoring in the Meets or above performance levels on STAAR by 10% in grades 3-5.		**Nov**	**Jan**	**Mar**	**May**
Staff Responsible for Monitoring: Admin MTSS Teachers **TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Student Learning 1 - School Processes & Programs 1					

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

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: 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.

School Processes & Programs
Problem Statement 1: 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: Teachers will engage in goal setting meetings with students and conduct progress monitoring to assess mastery.	**Formative**			**Summative**
Strategy's Expected Result/Impact: To support student growth and ownership of learning.	**Nov**	**Jan**	**Mar**	**May**
Staff Responsible for Monitoring: Admin Teachers Support Staff **Problem Statements:** Student Learning 1 - School Processes & Programs 1				

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

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 1: 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.

School Processes & Programs
Problem Statement 1: 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 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 engage in meaningful activities from the Behavior Support Framework that support social-emotional learning, ownership of learning and responsible interactions with others. Teachers will use our campus our T.R.A.I.L. guide to teach life readiness skills and help students make real world connections.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Teachers will conduct Morning Meeting lessons, provide leadership opportunities, and small group counseling groups will be utilized to support positive behaviors. **Staff Responsible for Monitoring:** Principal, AP, Counselor, Teachers **Problem Statements:** Demographics 1 - Perceptions 1				

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

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.

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 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 .		**Formative**			**Summative**
		Nov	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: One on one meetings with staff to determine teacher needs, school community strength and opportunities for recruitment. **TEA Priorities:** Recruit, support, retain teachers and principals **Problem Statements:** Demographics 1 - Perceptions 1					
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue					

Performance Objective 1 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.

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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: Teachers will engage in PLCs centered around their professional growth and needs. District coaches and support staff will be used to provide targeted professional development.			**Formative**		**Summative**
		Nov	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Teachers will be able to develop intervention and enrichment lessons to support student progress. **Staff Responsible for Monitoring:** Admin Team Leads **Problem Statements:** Demographics 1 - School Processes & Programs 1 - Perceptions 1					
0% No Progress	100% Accomplished	Continue/Modify		✗ Discontinue	

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.

School Processes & Programs
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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: One on One meetings will be scheduled with administration. The meetings will allow staff an opportunity to share their professional needs, areas of growth and concerns. **Strategy's Expected Result/Impact:** A culture of respect and growth will be established through effective communication. **Staff Responsible for Monitoring:** Admin Team **Problem Statements:** School Processes & Programs 1 - Perceptions 1			**Formative**			**Summative**
			Nov	**Jan**	**Mar**	**May**

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

Performance Objective 3 Problem Statements:

School Processes & Programs
Problem Statement 1: 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.

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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.

    Evaluation Data Sources: Community feedback, volunteer participation, visitor logs, community surveys

Strategy 1 Details	Reviews			
Strategy 1: We will support and promote the importance of PTA partnership. Our campus will collaborate with PTA to sponsor campus events and recruitment opportunities for parents.	**Formative**			**Summative**

Strategy's Expected Result/Impact: To increase our partnerships with community members, increased visibility in the community and encourage parent/community volunteers on campus.
    Staff Responsible for Monitoring: Admin
School Community
 	
    Problem Statements: Demographics 1
	Nov	**Jan**	**Mar**	**May**

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

Performance Objective 1 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.

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: Emergent Tree's Reach and Respond strategies will be implemented to establish a positive rapport with students, build meaningful connections and to establish an environment of belonging.		**Formative**			**Summative**
		Nov	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: To build student self image and build responsible citizens. **Staff Responsible for Monitoring:** Admin School Community **Problem Statements:** Demographics 1					
0% No Progress 100% Accomplished ➡️ Continue/Modify ❌ Discontinue					

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.

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 campus wide processes and systems will be utilized to ensure the safety of students during arrival and departure. Safety plans and reminders will be shared with our families through campus and teacher newsletters.			**Formative**			**Summative**
			Nov	**Jan**	**Mar**	**May**

Strategy's Expected Result/Impact: Ensure all students arrive home safely and minimize wait time for parents to drop off and pick up students.
    Staff Responsible for Monitoring: Admin
Safety Team
School Community
 	
    Problem Statements: Demographics 1						

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

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.