Northwest Independent School District

Beck Elementary School

2025-2026 Campus Improvement Plan



Vision

Northwest ISD Belief Statement

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%	16%	4%	7%	9%	3%	15%	7%	0

Our student demographic needs have stayed consistent over the last two years. As a school, we have seen a decline in enrollment as our neighborhood is aging, however our demographic percentages have remained the same.

Demographics Strengths

Samuel Beck is in our 27th 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 recognize that students grow and develop academically and emotionally at different rates. Over the past five years, we have consistently seen about 10-15% of our students who qualify for special education services requiring more intensive support to meet their individual needs.

Student Learning

Student Learning Summary

2025 EOY mClass	K	1	2	3		
% On/Above Reading Level	94%	90%	76%	71%		
% Met Growth Projection	82%	90%	87%	87%		

STAAR Data	2024 3rd Grade Reading	2025 3rd Grade Reading	2024 4th Grade Reading	2025 4th Grade Reading	2024 5th Grade Reading	2025 5th Grade Reading
% Approaches and higher	96%	95%	95%	97%	96%	95%

Grade Level & Test	2024 3rd Grade Math	2025 3rd Grade Math	2024 4th Grade Math	2025 4th Grade Math	2024 5th Grade Math	2025 5th Grade Math
% Approaches and higher	91%	93%	88%	92%	96%	95%

MAP Growth Data Spring 24- Spring 25

	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	16.1	16	12.3	12	9.1	9	7.3	7
Math	16.8	15	15.1	14	13.3	14	12	12

Our students have increased their achievement, within their cohorts again this last year. Our students achieving mastery on STAAR and achieving above the expected grade-level minimum on mClass in K-3 has been another 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 that has continued. 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 recognize that students grow and develop academically and emotionally at different rates. Over the past five years, we have consistently seen about 10-15% of our students who qualify for special education services requiring more intensive support to meet their individual needs.

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			
	Formative			Summative
	Nov	Jan	Mar	May
Strategy 1: Literacy 1.1 Our students will spend time in purposely planned writing across all subjects daily. **Strategy's Expected Result/Impact:** Student writing across all content areas will meet end of year expected levels in each grade-level as identified in ECR, SER, and Math problem solving rubrics. **Staff Responsible for Monitoring:** Administrators and Teachers				

 No Progress  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.

Evaluation Data Sources: Teachers will conference with students after BOY MAP and mClass to goal set and review focuses for the year. We will see students meet individualized goals.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
Strategy 1: Teachers will provide differentiated work for students in order to set students up to meet growth achievement goals for Reading and Math. **Strategy's Expected Result/Impact:** Increased student growth in Reading and Math MAP. Students will meet growth goals in mClass and MAP. **Staff Responsible for Monitoring:** Administrators and Teachers				

No Progress 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
	Nov	Jan	Mar	May
Strategy 1: We will connect our Amazing Shake Challenge to career readiness skills. Students will use the Strive for Five skills we teach to work in careers that use the taught interpersonal skills. **Strategy's Expected Result/Impact:** Students will connect their interpersonal skills to jobs that they will use the interpersonal skills in. **Staff Responsible for Monitoring:** Administrators and Teachers				

No Progress 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			
	Formative			Summative
	Nov	Jan	Mar	May
Strategy 1: All staff will regularly update communication platforms to share positive news and events on campus. **Strategy's Expected Result/Impact:** Administrators will provide weekly, quarterly and semester updates to all staff and families. Teachers will provide snapshots of grade-level activities and events. PTA will provide updated calendars bi-monthly for all PTA and school related events. **Staff Responsible for Monitoring:** Administrators, Teachers, and PTA				

No Progress 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
	Nov	Jan	Mar	May
Strategy 1: Scheduled events throughout the year will be provided as structures of support for all staff to make intentional connections. **Strategy's Expected Result/Impact:** Staff will connect across campus, not only by grade-level, or content areas as measured by calendars that reflect vertical PLCs, staff meetings with connection agendas, and team buddy planning documents. **Staff Responsible for Monitoring:** Administrators and Campus Committee				

 No Progress  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 Through multiple outreach and recognition opportunities, our staff will feel connected to each other and our school.

Evaluation Data Sources: Monthly MVP recognition, weekly staff shout-outs in staff newsletter, staff shout-outs from each other monthly. Monthly staff get-together opportunity planned by Administration team. These collaborations will build connections across campus as measured by an end of year survey to teachers recognizing impacts and connection with others.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
Strategy 1: Through multiple outreach and recognition opportunities, our staff will feel connected to each other and our school. **Strategy's Expected Result/Impact:** Teachers build collaborative relationships across campus. **Staff Responsible for Monitoring:** Administrators and Campus Committee				

 No Progress  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			
	Formative			Summative
	Nov	Jan	Mar	May
Strategy 1: Educate and collaborate with families and community on the core beliefs and framework of Emergent Tree. **Strategy's Expected Result/Impact:** Families will learn the Emergent Tree Framework and understand how it connects to what their student is learning and being reinforced with at school. **Staff Responsible for Monitoring:** Administration and Campus Committee				

No Progress 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			
	Formative			Summative
	Nov	Jan	Mar	May
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				

No Progress 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			
	Formative			Summative
	Nov	Jan	Mar	May
Strategy 1: Continuously improve, maintain, and communicate systems of support to strengthen the physical and emotional well-being of our students, staff, and community. **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				

 No Progress  Accomplished  Continue/Modify  Discontinue

Northwest Independent School District

Berkshire Elementary School

2025-2026 Campus Improvement Plan

Accountability Rating: Additional Targeted Support (ATS)



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.

Value Statement

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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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
32%	27%	19%	9%	13%	39%	26%	2%	8%	6%	19%	39%	10%	0

Demographics Strengths

For the 2025-2026 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 personalized learning experiences to support student growth, 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): 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 students require consistent instruction on grade level standards as well as personalized instruction to meet their individual growth needs.

Student Learning

Student Learning Summary

2025 EOY mClass	K	1	2	3
% On/Above Reading Level	73	73	60	57
% Met Growth Projection	87	82	71	69

We saw strong Reading gains on the mCLASS assessment in grades K and 1. Growth slowed in grades 2 and 3.

STAAR Data	2024 3rd Grade Reading	2025 3rd Grade Reading	2024 4th Grade Reading	2025 4th Grade Reading	2024 5th Grade Reading	2025 5th Grade Reading
% Approaches and higher	66	78	78	72	79	75

Grade Level & Test	2024 3rd Grade Math	2025 3rd Grade Math	2024 4th Grade Math	2025 4th Grade Math	2024 5th Grade Math	2025 5th Grade Math
% Approaches and higher	50	74	60	50	74	74

We saw significant increases in the percentage of students scoring at approaches or higher in 3rd grade Math and Reading. We saw a decline in the number of students scoring at approaches or higher in 4th grade Math and Reading, with smaller declines in 5th grade's performance.

MAP Growth Data Spring 24- Spring 25

	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	12.6	12	9.6	11	6.8	6	4.9	5
Math	16.1	14	16.9	14	14.2	9	10.8	9

Using the updated 2025 norms, in most grade levels, expected growth was nearly met or exceeded in Reading. We observed less growth in Math, where all grade levels did not meet expected growth.

Student Learning Strengths

Overall, we continue to see trends of student growth from year to year and among cohorts of students. In Reading, we saw strong gains in kindergarten and first grade on mCLASS, with more than 70% of students meeting or exceeding growth projections across all grade levels. On STAAR, 3rd grade students showed notable improvement, with the percentage of students scoring at approaches or higher rising from 66% to 78% in Reading and from 50% to 74% in Math. MAP Growth data also indicates that in most grade levels, expected growth in Reading was nearly met or exceeded, showing the impact of effective literacy instruction. Classroom visits and observations further confirm that instruction is being delivered with fidelity to the curriculum, and students are consistently engaged in their learning. These results reflect the collective effort of our teachers and students, and demonstrate strong momentum, particularly in early literacy and 3rd grade performance.

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 responsive to student needs, particularly with our special education and Asian student groups.

School Processes & Programs

School Processes & Programs Summary

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 ensured that all 3 of our special education programs (Resource, ECSE, and PACEE) have representation on BLT as we work to address improvement in achievement outcomes with our special education student group.

We are continuing Success Teams this year. 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, need to understand "the why" behind decisions, and need to feel there are avenues to express concerns or offer ideas.
Root Cause: As a relatively new campus, all stakeholders need to feel invested in the present and future of our school.

Perceptions

Perceptions Summary

Berkshire Elementary continues to recruit experienced faculty to fill vacancies related to our district's budget deficit and retain talented teachers. 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. Last year, we implemented 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. This year, we will continue these initiatives as well as starting a student leadership council (B.E.A.R.S. Corps).

Perceptions Strengths

From our internal staff surveys to our Organizational Health Inventory instrument, we are building a strong culture of excellence at Berkshire centered on students, learning, and leadership for all. Staff and parent surveys reflected strong participation and positive feedback, affirming the sense of community and shared purpose on our campus. Parent engagement has also grown, with increased attendance at monthly Roar Rallies, greater involvement in our PTA, and active use of ParentSquare. Families regularly “appreciate” posts, share comments, and express how much they value receiving classroom photos and behind-the-scenes glimpses of their children’s learning throughout the day.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Our student achievement data does not consistently reflect the expertise and dedication of our staff.
Root Cause: We need to ensure our planning and collaboration is focused on high yield practices that impact student achievement.

Priority Problem Statements

Problem Statement 1: 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 students require consistent instruction on grade level standards as well as personalized instruction to meet their individual growth needs.

Problem Statement 1 Areas: Demographics

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

Root Cause 2: Our instruction is not consistently responsive to student needs, particularly with our special education and Asian student groups.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Staff, parents, and community members need to be informed regularly about campus events, initiatives and processes, need to understand "the why" behind decisions, and need to feel there are avenues to express concerns or offer ideas.

Root Cause 3: As a relatively new campus, all stakeholders need to feel invested in the present and future of our school.

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: Our student achievement data does not consistently reflect the expertise and dedication of our staff.

Root Cause 4: We need to ensure our planning and collaboration is focused on high yield practices that impact student 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			
	Formative			Summative
	Nov	Jan	Mar	May
Strategy 1: We will use small group instruction to provide targeted skills instruction to all students. **Strategy's Expected Result/Impact:** Through cycles of instruction and assessment, all students will grow in their literacy skills by receiving personalized instruction. 65% of students in our special education and Asian student groups will meet their projected growth targets on Reading MAP and Reading STAAR. **Staff Responsible for Monitoring:** BLT Student Achievement Success Team Literacy Coaches Admin **Additional Targeted Support Strategy** **Problem Statements:** Demographics 1 - Student Learning 1				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: 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 students require consistent instruction on grade level standards as well as personalized instruction to meet their individual growth needs.
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 responsive to student needs, particularly with our special education and Asian student groups.

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

Performance Objective 2: Academic Progress
1.2 Our students will achieve individualized academic goals to reach a year's growth or more in all content areas.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
Strategy 1: We will use small group instruction to provide targeted skills instruction to all students in Math. **Strategy's Expected Result/Impact:** Through cycles of instruction and assessment, students will grow in their math skills by receiving personalized instruction. 65% of students in our special education and Asian student groups will meet their projected growth targets on Math MAP and Math STAAR. **Staff Responsible for Monitoring:** BLT Student Achievement Success Team Math Coaches Admin **Additional Targeted Support Strategy** **Problem Statements:** Demographics 1 - Student Learning 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2: Each grade level will utilize a form or system for students to track their data in Math. **Strategy's Expected Result/Impact:** Students will know their performance level and be able to set and work towards personalized goals. **Staff Responsible for Monitoring:** Teachers BLT Math Coach Admin **Problem Statements:** Student Learning 1				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Demographics

Problem Statement 1: 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 students require consistent instruction on grade level standards as well as personalized instruction to meet their individual growth needs.

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 responsive to student needs, particularly with our special education and Asian student groups.

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

Performance Objective 3: College, Career, Military & Life Readiness
1.3 Our students will graduate life ready and prepared for success in career, college, or military service.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
Strategy 1: We will have alignment in our student character development by focusing on a common character trait each month discussed during morning announcements and in morning meetings. **Strategy's Expected Result/Impact:** Students will gain intrapersonal and interpersonal skills to navigate school and life. **Staff Responsible for Monitoring:** Behavior and Emotional Success Team Teachers Counselors Admin **Problem Statements:** Demographics 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2: Students will participate in career exploration opportunities, including viewing CTE videos and a campus-wide Career Day. **Strategy's Expected Result/Impact:** Students will learn about various careers and industries and gain exposure to NISD's Career Pathways and Academies. **Staff Responsible for Monitoring:** Counselor Admin BLT **Problem Statements:** School Processes & Programs 1				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 1: 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 students require consistent instruction on grade level standards as well as personalized instruction to meet their individual growth needs.

School Processes & Programs

Problem Statement 1: Staff, parents, and community members need to be informed regularly about campus events, initiatives and processes, need to understand "the why" behind decisions, and need to feel there are avenues to express concerns or offer ideas. **Root Cause**: As a relatively new campus, all stakeholders need to feel invested in the present and future of our school.

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			
	Formative			Summative
	Nov	Jan	Mar	May
Strategy 1: Our Staff Success Team will host regular events to celebrate and uplift our staff. **Strategy's Expected Result/Impact:** Staff will feel appreciated and our Staff Success Team will host events throughout the year. **Staff Responsible for Monitoring:** Staff Success Team Teachers Admin **Problem Statements:** School Processes & Programs 1				

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 1: Staff, parents, and community members need to be informed regularly about campus events, initiatives and processes, need to understand "the why" behind decisions, and need to feel there are avenues to express concerns or offer ideas. **Root Cause**: As a relatively new campus, all stakeholders need to feel invested in the present and future of our school.

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

Performance Objective 2: Value
2.2 Northwest ISD will invest in all staff through a culture of support, development, and empowerment to make a positive impact on the learning community.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
Strategy 1: Professional learning will be intentionally planned through cycles of PLCs and staff development that impacts all students, utilizing formative assessment strategies and other high-yield approaches. **Strategy's Expected Result/Impact:** Professional learning will be aligned to the needs of students and teams to increase achievement. **Staff Responsible for Monitoring:** Admin Coaches **Problem Statements:** Student Learning 1 - Perceptions 1				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 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 responsive to student needs, particularly with our special education and Asian student groups.
Perceptions
Problem Statement 1: Our student achievement data does not consistently reflect the expertise and dedication of our staff. **Root Cause**: We need to ensure our planning and collaboration is focused on high yield practices that impact student 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			
	Formative			Summative
	Nov	Jan	Mar	May
Strategy 1: Each "Success Team" will complete identified tasks to address opportunities to enhance Student Achievement, Behavior/Emotional Success, Staff Success, and Family Success. **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 **Problem Statements:** School Processes & Programs 1 - Perceptions 1				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 3 Problem Statements:

School Processes & Programs
Problem Statement 1: Staff, parents, and community members need to be informed regularly about campus events, initiatives and processes, need to understand "the why" behind decisions, and need to feel there are avenues to express concerns or offer ideas. **Root Cause**: As a relatively new campus, all stakeholders need to feel invested in the present and future of our school.
Perceptions
Problem Statement 1: Our student achievement data does not consistently reflect the expertise and dedication of our staff. **Root Cause**: We need to ensure our planning and collaboration is focused on high yield practices that impact student 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			
	Formative			Summative
	Nov	Jan	Mar	May
Strategy 1: We will strengthen our community engagement through quarterly family events and our Watch D.O.G.S. program. **Strategy's Expected Result/Impact:** We will see an increase of family engagement through attendance at quarterly family events and higher participation in our Watch D.O.G.S. program. **Staff Responsible for Monitoring:** Admin Family Success Team Counselor Teachers PTA Watch D.O.G.S. **Problem Statements:** School Processes & Programs 1 - Perceptions 1				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 1: Staff, parents, and community members need to be informed regularly about campus events, initiatives and processes, need to understand "the why" behind decisions, and need to feel there are avenues to express concerns or offer ideas. **Root Cause**: As a relatively new campus, all stakeholders need to feel invested in the present and future of our school.

Perceptions
Problem Statement 1: Our student achievement data does not consistently reflect the expertise and dedication of our staff. **Root Cause**: We need to ensure our planning and collaboration is focused on high yield practices that impact student 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			
	Formative			Summative
	Nov	Jan	Mar	May
Strategy 1: 100% of classrooms will utilize a daily Morning Meeting with a weekly "Respect" topic. **Strategy's Expected Result/Impact:** Relationships among students and between the student and teacher will be strengthened, reducing bullying allegations and increasing respectful behavior. **Staff Responsible for Monitoring:** Teachers Behavior and Emotional Success Team Admin Counselor **Problem Statements:** Perceptions 1				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Perceptions
Problem Statement 1: Our student achievement data does not consistently reflect the expertise and dedication of our staff. **Root Cause**: We need to ensure our planning and collaboration is focused on high yield practices that impact student 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			
	Formative			Summative
	Nov	Jan	Mar	May
Strategy 1: We will increase our acknowledgements utilizing Paw PRIDE boards so we fill our school-wide PAW Pride at least 3 times this school year. **Strategy's Expected Result/Impact:** Positive behavior will be recognized and acknowledged, increasing a positive culture. **Staff Responsible for Monitoring:** Behavior and Emotional Success Team BLT Admin **Problem Statements:** School Processes & Programs 1 - Perceptions 1				

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 3 Problem Statements:

School Processes & Programs
Problem Statement 1: Staff, parents, and community members need to be informed regularly about campus events, initiatives and processes, need to understand "the why" behind decisions, and need to feel there are avenues to express concerns or offer ideas. **Root Cause**: As a relatively new campus, all stakeholders need to feel invested in the present and future of our school.
Perceptions
Problem Statement 1: Our student achievement data does not consistently reflect the expertise and dedication of our staff. **Root Cause**: We need to ensure our planning and collaboration is focused on high yield practices that impact student achievement.

Additional Targeted Support Strategies

Goal	Objective	Strategy	Description
1	1	1	We will use small group instruction to provide targeted skills instruction to all students.
1	2	1	We will use small group instruction to provide targeted skills instruction to all students in Math.

Northwest Independent School District

Carter Elementary School

2025-2026 Campus Improvement Plan



Value Statement

Kids come first.

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

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

Learning is influenced by environment.

Northwest ISD Vision

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

Northwest ISD Mission

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

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Demographic Data Section:

White	Hispanic	African American	2 or More Races	Asian	Economically Disadvantaged	Special Education	504	Dyslexia	GT	EB	At-Risk	MTSS	Homeless
36%	23%	22%	9%	9%	40%	29%	2%	10%	7%	17%	38%		0.13%

Molly Livengood Carter Elementary School is a Pre-K through 5th grade campus that serves over 785 students and employs nearly 80 staff members. The campus is located in Haslet Texas and feeds into Wilson Middle School.

Enrollment for the inaugural year (two years ago) exceeded expectations with over 500 students and has grown by nearly 300 students in two years. Along with Pre-K through 5th grade classrooms we also serve a 26% Special Education population that includes specialized programs of SEAC, PACEE and ECSE.

Demographics Strengths

We have a very diverse campus population. Since we opened our doors two years ago, our families feel connected and celebrated. We have an active community with parents and families who support their students and our campus by 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

2025 EOY mClass	K	1	2	3	4	5
% On/Above Reading Level	79%	76%	68%	68%	n/a	n/a
% Met Growth Projection	86%	81%	82%	76%	n/a	n/a

Increase in year over year of percentage of grade levels who met their growth projection. (all grade levels increased)

STAAR Data	2024 3rd Grade Reading	2025 3rd Grade Reading	2024 4th Grade Reading	2024 4th Grade Reading	2024 5th Grade Reading	2025 5th Grade Reading
% Approaches and higher	76%	84%	89%	79%	82%	65%

Grade Level & Test	2024 3rd Grade Math	2025 3rd Grade Math	2024 4th Grade Math	2025 4th Grade Math	2024 5th Grade Math	2025 5th Grade Math
% Approaches and higher	71%	67%	59%	57%	66%	67%

MAP	2nd % of students who met growth	2nd Achievement Percentile	3rd % of students who met growth	3rd Achievement Percentile	4th % of students who met growth	4th Achievement Percentile	5th % of students who met growth	5th Achievement Percentile
Reading	61%	56%	63%	64%	68%	65%	51%	54%
Math	29%	47%	54%	62%	25%	64%	39%	55 %

Student Learning Strengths

As a relatively new and fast growing campus, we will continue to meet students where they are at academically. 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 need differentiated Tier 1 instruction to close learning gaps in order to make a year's growth in both Math and Reading.
Root Cause: We are a relatively new campus made up of teachers from various campuses and districts (due to growth in every grade level). We need to continue to focus on instructional and academic alignment.

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. 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 last 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

In our first two years, 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, but we have plans in place with our PTA to change that this year.

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 cultivate 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 need differentiated Tier 1 instruction to close learning gaps in order to make a year's growth in both Math and Reading.

Root Cause 2: We are a relatively new campus made up of teachers from various campuses and districts (due to growth in every grade level). We need to continue to focus on instructional and academic alignment.

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 cultivate 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			
	Formative			Summative
	Nov	Jan	Mar	May
Strategy 1: Teachers will work together to design cross-curricular lessons to support literacy across all content areas and further student's ability to critically think. **Strategy's Expected Result/Impact:** Increases in student comprehension, academic vocabulary and writing fluency. **Staff Responsible for Monitoring:** GenEd Teachers, Support Teachers and staff, Admin				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2: Providing teachers professional development that helps them both plan and deliver lessons that will engage their students. Increase staff awareness on sub pops (specifically our economically disadvantaged students) and the value of looking at this information and the impact on planning and delivery of instruction. **Strategy's Expected Result/Impact:** Increases in student comprehension, academic vocabulary and writing fluency. **Staff Responsible for Monitoring:** GenEd Teachers, Support Teachers and staff, Admin				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
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. **Strategy's Expected Result/Impact:** Increases in student comprehension, academic vocabulary and writing fluency. **Staff Responsible for Monitoring:** GenEd Teachers, Support Teachers and staff, Admin				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
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. (including regular check in with our identified eco dis students) **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				

 No Progress  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.

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
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.				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
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				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
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.				

No Progress 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.

Evaluation Data Sources: N/A

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
Strategy 1: Campus aligned morning meetings that are driven by our campus core values (counselor). **Strategy's Expected Result/Impact:** Increased social-emotional health for our students **Staff Responsible for Monitoring:** Counselor, GenEd Teachers, support teachers, admin				

 No Progress  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.

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
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. **Strategy's Expected Result/Impact:** A feeling of being valued as we invest in teacher's overall skill set. **Staff Responsible for Monitoring:** All teachers, admin, district support staff				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
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. **Strategy's Expected Result/Impact:** New teachers will feel supported and equipped to meet the needs of all students. **Staff Responsible for Monitoring:** All teachers, admin, district support staff				

No Progress 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.

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
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				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
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.				

 No Progress  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.

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
Strategy 1: Implementation of a campus wide culture system that includes our Sunshine committee that helps support school morale. **Strategy's Expected Result/Impact:** Teacher surveys, OHI, evaluation of teacher retention data **Staff Responsible for Monitoring:** All staff				

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

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
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. **Strategy's Expected Result/Impact:** Teachers feeling heard, valued and retention of staff. **Staff Responsible for Monitoring:** Teachers, leadership team, admin				

 No Progress  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.

Evaluation Data Sources: District survey

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
Strategy 1: Teachers/Grade Levels will intentionally plan for authentic student discourse opportunities. **Strategy's Expected Result/Impact:** An environment where students are able to communicate with one another in a healthy and productive manor. **Staff Responsible for Monitoring:** All staff and students.				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2: Making sure we communicate with our entire student population and community through various modes of delivery. (Parent Square, newsletters) **Strategy's Expected Result/Impact:** An environment of well informed stakeholders where communication is ongoing and interactive. **Staff Responsible for Monitoring:** Admin, teachers, communication liaison				

No Progress 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.

Evaluation Data Sources: District survey

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
Strategy 1: Carter Elementary will create a culture of belonging through whole school assemblies, morning meetings, and reach and respond opportunities (Emergent Tree) for students and families. **Strategy's Expected Result/Impact:** Increased sense of belonging for students, families and staff. **Staff Responsible for Monitoring:** Students and staff.				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2: Carter Elementary will fully implement the district's behavior support framework (Emergent Tree) **Strategy's Expected Result/Impact:** An increased understanding of behavior expectations among students and staff. **Staff Responsible for Monitoring:** Staff and students.				

No Progress 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.

Evaluation Data Sources: District survey

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
Strategy 1: Student, Staff and Stakeholder Safety: Carter Elementary will ensure that every student, staff member and guest on campus is in the most controlled and safe environment possible through intentional planning which includes but not limited to safety drills, on-sight security guard and regular OLT (Operations Leadership Team) meetings. **Strategy's Expected Result/Impact:** The physical and emotional well being of our students, staff and community will increase. **Staff Responsible for Monitoring:** All staff				

 No Progress  Accomplished  Continue/Modify  Discontinue

Northwest Independent School District

Cox Elementary School

2025-2026 Campus Improvement Plan

Value Statement

Kids come first.

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

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

Learning is influenced by environment.

Northwest ISD Vision

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

Northwest ISD Mission

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

Wayne A. Cox Elementary School Mission

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

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Comprehensive Needs Assessment

Demographics

Demographics Summary

White	Hispanic	African American	2 or More Races	Asian	Economically Disadvantaged	Special Education	504	Dyslexia	GT	EB	At-Risk	MTSS	Homeless
49%	16%	11%	5%	16%	13 %	21%	5%	3%	9%	11%	23%	9%	0

Cox Elementary opened in the Fall of 2013. For 2025-2026 we currently serve 669 students. 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. Our school community is almost fully built out. Most of our student body consists of *non-transient* students who are committed to learning and growing with us throughout the year. This stability helps strengthen relationships, foster a supportive environment, and create a sense of belonging for everyone. Our community consists of 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): Emergent bilingual students are not consistently demonstrating the same levels of academic growth and achievement as their peers. MAP assessment data and classroom performance indicate that gaps remain in both language proficiency and content mastery. In addition, language barriers between the school and parents limit effective communication about students' linguistic development and academic need
Root Cause: Current systems for family engagement and instructional support are not fully responsive to the unique needs of emergent bilingual students and their families. Communication strategies and school programs often lack sufficient linguistic accessibility, limiting parents' understanding of assessment data, instructional goals, and strategies to reinforce learning at home.

Student Learning

Student Learning Summary

2025 EOY mClass	District	Campus: Kinder	District	Campus: 1st
Composite	81%	89%	75%	87%
Years Growth		92%		97%

STAAR Reading Data	2024 3rd Reading	2025 3rd Reading	2024 4th Reading	2025 4th Reading	2024 5th Reading	2025 5th Reading
% Approaches and Higher	92%	89%	92%	95%	88%	93%

STAAR Math Data	2024 3rd Math	2025 3rd Math	2024 4th Math	2025 4th Math	2024 5th Math	2025 5th Math
% Approaches and Higher	89%	85%	85%	84%	93%	94%

MAP	2nd Expected Growth	2nd Observed Growth	3rd Expected Growth	3rd Observed Growth	4th Expected Growth	4th Observed Growth	5th Expected Growth	5th Observed Growth
Reading	65%	56%	65%	66%	65%	60%	65%	71%
Math	65%	38%	65%	51%	65%	31%	65%	57%%

Student Learning Strengths

Grade levels are reaching achievement levels in MAPS, as well as meeting grade level expectations. Phonics instruction is explicitly taught and reinforced in reading and writing in Kinder and 1st, which results in students making years growth. Our teachers utilize district curriculum coaches for professional learning in PLCs and feedback in classroom instructional strategies. Teachers use reach and respond during their Morning Meetings to make connections with students.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): MAP assessment data indicates that student performance varies widely across grade levels and content areas, with many students performing above or below grade-level expectations. Current instructional practices do not consistently provide differentiated strategies to meet these diverse academic needs, resulting in gaps in student growth and achievement.

Root Cause: While MAP assessments provide actionable insights into individual student strengths and needs, instructional planning and classroom practices have not been fully aligned to use this data for ongoing differentiation. Teachers lack consistent structures, training, and tools to translate MAP data into targeted instructional strategies that address the full range of learners.

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 2025-26 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 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 2 teachers; 1 teacher due to retirement, 1 teacher due to leaving profession

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 classroom feedback boards, as well as, campus wide feedback board with school wide celebrations upon completion.

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): Current school processes and programs do not consistently provide structured systems for analyzing MAP assessment data or for supporting teachers in translating data into differentiated instructional practices. As a result, the use of MAP insights to guide instruction is inconsistent across grade levels and content areas.
Root Cause: The school lacks a systematic process and programmatic support for integrating MAP data into instructional planning. PLCs and collaborative structures are not consistently designed to prioritize data-driven differentiation, and existing professional development does not always provide sustained, job-embedded coaching to ensure effective implementation.

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 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.

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. Based on our end of year staff survey that was conducted May 2025, our staff feel that we take care of each other, feel supported, and feel trusted.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): While campus perception data indicate that staff feel well-supported, valued, the Organizational Health Survey identified adaptation as the lowest-scoring dimension. This suggests that although the campus climate is strong, staff may experience challenges adjusting to change, responding to new initiatives, or adapting to evolving instructional and organization expectations.
Root Cause: The campus has cultivated a culture of stability, and cohesion; however, established routines and structures may limit staff comfort and readiness to adapt when new programs, instructional strategies, or systemic changes are introduced. Professional learning and communication systems have not yet fully equipped staff with the mindset, tools, and flexibility to navigate change with confidence.

Priority Problem Statements

Problem Statement 1: Emergent bilingual students are not consistently demonstrating the same levels of academic growth and achievement as their peers. MAP assessment data and classroom performance indicate that gaps remain in both language proficiency and content mastery. In addition, language barriers between the school and parents limit effective communication about students' linguistic development and academic need

Root Cause 1: Current systems for family engagement and instructional support are not fully responsive to the unique needs of emergent bilingual students and their families. Communication strategies and school programs often lack sufficient linguistic accessibility, limiting parents' understanding of assessment data, instructional goals, and strategies to reinforce learning at home.

Problem Statement 1 Areas: Demographics

Problem Statement 2: MAP assessment data indicates that student performance varies widely across grade levels and content areas, with many students performing above or below grade-level expectations. Current instructional practices do not consistently provide differentiated strategies to meet these diverse academic needs, resulting in gaps in student growth and achievement.

Root Cause 2: While MAP assessments provide actionable insights into individual student strengths and needs, instructional planning and classroom practices have not been fully aligned to use this data for ongoing differentiation. Teachers lack consistent structures, training, and tools to translate MAP data into targeted instructional strategies that address the full range of learners.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Current school processes and programs do not consistently provide structured systems for analyzing MAP assessment data or for supporting teachers in translating data into differentiated instructional practices. As a result, the use of MAP insights to guide instruction is inconsistent across grade levels and content areas.

Root Cause 3: The school lacks a systematic process and programmatic support for integrating MAP data into instructional planning. PLCs and collaborative structures are not consistently designed to prioritize data-driven differentiation, and existing professional development does not always provide sustained, job-embedded coaching to ensure effective implementation.

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: While campus perception data indicate that staff feel well-supported, valued, the Organizational Health Survey identified adaptation as the lowest-scoring dimension. This suggests that although the campus climate is strong, staff may experience challenges adjusting to change, responding to new initiatives, or adapting to evolving instructional and organization expectations.

Root Cause 4: The campus has cultivated a culture of stability, and cohesion; however, established routines and structures may limit staff comfort and readiness to adapt when new programs, instructional strategies, or systemic changes are introduced. Professional learning and communication systems have not yet fully equipped staff with the mindset, tools, and flexibility to navigate change with confidence.

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			
	Formative			Summative
	Nov	Jan	Mar	May
Strategy 1: Establish regular cycles where teachers analyze MAP and mCLASS results to adjust instructional strategies, groupings, and supports. **Strategy's Expected Result/Impact:** Instructional groupings will be more flexible and better aligned to student skill levels. **Staff Responsible for Monitoring:** team lead, and campus administration **Problem Statements:** Demographics 1 - Student Learning 1 - School Processes & Programs 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2: Identify specific skills where students are below grade level and integrate them into Tier I and Tier II instruction. **Strategy's Expected Result/Impact:** Teachers will address learning gaps during core instruction rather than relying solely on pull-out or supplemental programs. **Staff Responsible for Monitoring:** Classroom teacher, support staff and campus administration **Problem Statements:** Demographics 1 - Student Learning 1 - School Processes & Programs 1				

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 1: Emergent bilingual students are not consistently demonstrating the same levels of academic growth and achievement as their peers. MAP assessment data and classroom performance indicate that gaps remain in both language proficiency and content mastery. In addition, language barriers between the school and parents limit effective communication about students' linguistic development and academic need **Root Cause**: Current systems for family engagement and instructional support are not fully responsive to the unique needs of emergent bilingual students and their families. Communication strategies and school programs often lack sufficient linguistic accessibility, limiting parents' understanding of assessment data, instructional goals, and strategies to reinforce learning at home.

Student Learning

Problem Statement 1: MAP assessment data indicates that student performance varies widely across grade levels and content areas, with many students performing above or below grade-level expectations. Current instructional practices do not consistently provide differentiated strategies to meet these diverse academic needs, resulting in gaps in student growth and achievement. **Root Cause**: While MAP assessments provide actionable insights into individual student strengths and needs, instructional planning and classroom practices have not been fully aligned to use this data for ongoing differentiation. Teachers lack consistent structures, training, and tools to translate MAP data into targeted instructional strategies that address the full range of learners.

School Processes & Programs

Problem Statement 1: Current school processes and programs do not consistently provide structured systems for analyzing MAP assessment data or for supporting teachers in translating data into differentiated instructional practices. As a result, the use of MAP insights to guide instruction is inconsistent across grade levels and content areas. **Root Cause** : The school lacks a systematic process and programmatic support for integrating MAP data into instructional planning. PLCs and collaborative structures are not consistently designed to prioritize data-driven differentiation, and existing professional development does not always provide sustained, job-embedded coaching to ensure effective implementation.

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

Performance Objective 2: Academic Progress
1.2 Our students will achieve individualized academic goals to reach a year's growth or more in all content areas.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
Strategy 1: Use formative assessments weekly to identify skill gaps and reteach as needed. **Strategy's Expected Result/Impact:** Instruction will be more responsive, ensuring reteaching occurs within the learning cycle rather than after summative assessments. **Staff Responsible for Monitoring:** Classroom teachers, campus administration **Problem Statements:** Student Learning 1				

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 1: MAP assessment data indicates that student performance varies widely across grade levels and content areas, with many students performing above or below grade-level expectations. Current instructional practices do not consistently provide differentiated strategies to meet these diverse academic needs, resulting in gaps in student growth and achievement. **Root Cause**: While MAP assessments provide actionable insights into individual student strengths and needs, instructional planning and classroom practices have not been fully aligned to use this data for ongoing differentiation. Teachers lack consistent structures, training, and tools to translate MAP data into targeted instructional strategies that address the full range of learners.

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

Performance Objective 3: College, Career, Military & Life Readiness
1.3 Our students will graduate life ready and prepared for success in career, college, or military service.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
Strategy 1: CCMR opportunities will be provided through campus events for students and families to gain awareness for when they enter middle school. **Strategy's Expected Result/Impact:** Families will gain a clearer understanding of academic expectations, student progress, and available resources. **Staff Responsible for Monitoring:** campus committees, campus administration **Problem Statements:** Perceptions 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2: All 5th graders and their families will be involved in their course selection in order to transition into middle school **Strategy's Expected Result/Impact:** Students will be placed in courses that match their academic readiness, interests, and future goals, leading to better engagement and performance. **Staff Responsible for Monitoring:** 5th grade teachers, counselor, campus administration **Problem Statements:** Student Learning 1				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 3 Problem Statements:

Student Learning
Problem Statement 1: MAP assessment data indicates that student performance varies widely across grade levels and content areas, with many students performing above or below grade-level expectations. Current instructional practices do not consistently provide differentiated strategies to meet these diverse academic needs, resulting in gaps in student growth and achievement. **Root Cause**: While MAP assessments provide actionable insights into individual student strengths and needs, instructional planning and classroom practices have not been fully aligned to use this data for ongoing differentiation. Teachers lack consistent structures, training, and tools to translate MAP data into targeted instructional strategies that address the full range of learners.

Perceptions

Problem Statement 1: While campus perception data indicate that staff feel well-supported, valued, the Organizational Health Survey identified adaptation as the lowest-scoring dimension. This suggests that although the campus climate is strong, staff may experience challenges adjusting to change, responding to new initiatives, or adapting to evolving instructional and organization expectations. **Root Cause**: The campus has cultivated a culture of stability, and cohesion; however, established routines and structures may limit staff comfort and readiness to adapt when new programs, instructional strategies, or systemic changes are introduced. Professional learning and communication systems have not yet fully equipped staff with the mindset, tools, and flexibility to navigate change with confidence.

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			
	Formative			Summative
	Nov	Jan	Mar	May
Strategy 1: Conduct regular staff climate surveys and focus groups to ensure voices are heard and improvements are made. **Strategy's Expected Result/Impact:** Regular feedback loops will establish a culture where staff and leadership work collaboratively to enhance organizational health. **Staff Responsible for Monitoring:** Campus administration **Problem Statements:** Perceptions 1				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Perceptions
Problem Statement 1: While campus perception data indicate that staff feel well-supported, valued, the Organizational Health Survey identified adaptation as the lowest-scoring dimension. This suggests that although the campus climate is strong, staff may experience challenges adjusting to change, responding to new initiatives, or adapting to evolving instructional and organization expectations. **Root Cause**: The campus has cultivated a culture of stability, and cohesion; however, established routines and structures may limit staff comfort and readiness to adapt when new programs, instructional strategies, or systemic changes are introduced. Professional learning and communication systems have not yet fully equipped staff with the mindset, tools, and flexibility to navigate change with confidence.

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

Performance Objective 2: Value
2.2 Northwest ISD will invest in all staff through a culture of support, development, and empowerment to make a positive impact on the learning community.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
Strategy 1: Review grade level/department 30 day action plans and performance curve data. **Strategy's Expected Result/Impact:** Ongoing analysis of performance curve data will allow teachers and leaders to identify trends, address gaps, and make timely instructional adjustments. **Staff Responsible for Monitoring:** Team leads and campus administration **Problem Statements:** Perceptions 1				

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 2 Problem Statements:

Perceptions
Problem Statement 1: While campus perception data indicate that staff feel well-supported, valued, the Organizational Health Survey identified adaptation as the lowest-scoring dimension. This suggests that although the campus climate is strong, staff may experience challenges adjusting to change, responding to new initiatives, or adapting to evolving instructional and organization expectations. **Root Cause**: The campus has cultivated a culture of stability, and cohesion; however, established routines and structures may limit staff comfort and readiness to adapt when new programs, instructional strategies, or systemic changes are introduced. Professional learning and communication systems have not yet fully equipped staff with the mindset, tools, and flexibility to navigate change with confidence.

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

Performance Objective 3: Retain
2.3 Northwest ISD will retain highly effective staff through meaningful relationships, ongoing support, and professional growth opportunities.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
Strategy 1: Support teachers' needs for professional growth through classroom walkthroughs and quarterly surveys. **Strategy's Expected Result/Impact:** Feedback from classroom walkthroughs will provide teachers with specific, actionable next steps aligned to instructional best practices. **Staff Responsible for Monitoring:** Campus Administration **Problem Statements:** Perceptions 1				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 3 Problem Statements:

Perceptions
Problem Statement 1: While campus perception data indicate that staff feel well-supported, valued, the Organizational Health Survey identified adaptation as the lowest-scoring dimension. This suggests that although the campus climate is strong, staff may experience challenges adjusting to change, responding to new initiatives, or adapting to evolving instructional and organization expectations. **Root Cause**: The campus has cultivated a culture of stability, and cohesion; however, established routines and structures may limit staff comfort and readiness to adapt when new programs, instructional strategies, or systemic changes are introduced. Professional learning and communication systems have not yet fully equipped staff with the mindset, tools, and flexibility to navigate change with confidence.

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			
	Formative			Summative
	Nov	Jan	Mar	May
Strategy 1: Conduct a parent book study to empower parents to use strategies that support our Tier I behavior framework. **Strategy's Expected Result/Impact:** Parents will develop a deeper understanding of the Tier I behavior framework, creating greater consistency between home and school expectations. **Staff Responsible for Monitoring:** Campus administration **Problem Statements:** Perceptions 1				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Perceptions
Problem Statement 1: While campus perception data indicate that staff feel well-supported, valued, the Organizational Health Survey identified adaptation as the lowest-scoring dimension. This suggests that although the campus climate is strong, staff may experience challenges adjusting to change, responding to new initiatives, or adapting to evolving instructional and organization expectations. **Root Cause**: The campus has cultivated a culture of stability, and cohesion; however, established routines and structures may limit staff comfort and readiness to adapt when new programs, instructional strategies, or systemic changes are introduced. Professional learning and communication systems have not yet fully equipped staff with the mindset, tools, and flexibility to navigate change with confidence.

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

Performance Objective 2: Culture
3.2 Northwest ISD will model and instill a culture of belonging where all students, staff, families, and community voices are heard and valued.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
Strategy 1: Collect and analyze community input to measure satisfaction and identify areas for improvement. **Strategy's Expected Result/Impact:** Feedback will guide adjustments to programs, communication, and services, ensuring they better meet the needs of the community. **Staff Responsible for Monitoring:** Campus Administration **Problem Statements:** Perceptions 1				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Perceptions
Problem Statement 1: While campus perception data indicate that staff feel well-supported, valued, the Organizational Health Survey identified adaptation as the lowest-scoring dimension. This suggests that although the campus climate is strong, staff may experience challenges adjusting to change, responding to new initiatives, or adapting to evolving instructional and organization expectations. **Root Cause**: The campus has cultivated a culture of stability, and cohesion; however, established routines and structures may limit staff comfort and readiness to adapt when new programs, instructional strategies, or systemic changes are introduced. Professional learning and communication systems have not yet fully equipped staff with the mindset, tools, and flexibility to navigate change with confidence.

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			
	Formative			Summative
	Nov	Jan	Mar	May
Strategy 1: Maintain updated safety protocols, clean facilities, and secure campuses to protect student and staff health. **Strategy's Expected Result/Impact:** Students and staff will feel secure and supported in a physically safe, well-maintained environment that promotes focus on learning. **Staff Responsible for Monitoring:** All Staff **Problem Statements:** Perceptions 1				

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 3 Problem Statements:

Perceptions
Problem Statement 1: While campus perception data indicate that staff feel well-supported, valued, the Organizational Health Survey identified adaptation as the lowest-scoring dimension. This suggests that although the campus climate is strong, staff may experience challenges adjusting to change, responding to new initiatives, or adapting to evolving instructional and organization expectations. **Root Cause**: The campus has cultivated a culture of stability, and cohesion; however, established routines and structures may limit staff comfort and readiness to adapt when new programs, instructional strategies, or systemic changes are introduced. Professional learning and communication systems have not yet fully equipped staff with the mindset, tools, and flexibility to navigate change with confidence.

Northwest Independent School District

Lizzie Curtis Elementary School

2025-2026 Campus Improvement Plan



Value Statement

Kids come first.

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

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

Learning is influenced by environment.

Northwest ISD Vision

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

Northwest ISD Mission

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

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Comprehensive Needs Assessment

Demographics

Demographics Summary

White	Hispanic	African American	2 or More Races	Asian	Economically Disadvantaged	Special Education	504	Dyslexia	GT	EB	At-Risk	MTSS	Homeless
24.65%	19.41%	21.58%	6%	28.35%	37.93%	19.92%	1.4%	6.64%	7.79%	33.33%	52.75%	18.52%	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 58 classroom teachers, 11 paraprofessionals, 1 counselor, and 2 administrators. We currently serve 783 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 95.7%.

Demographics Strengths

Lizzie Curtis Elementary has many strengths:

- Curtis is a diverse campus with 32 different languages spoken by our families.
- One full time EB teacher to support our EB students through small group instruction.
- 93% of Curtis teachers are ESL certified, with a plan for support in place for teachers that are working toward their ESL certification.
- Curtis teachers have an average of 10 years of experience
- Over 80% of students indicated they feel respected by their teacher and have a relationship with their teacher.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): The percentage of students who receive MTSS support has increased in the past two years.
Root Cause: Tier 1 classroom instruction is not consistently meeting the needs of all learners, leading to more students requiring supplemental intervention.

Problem Statement 2 (Prioritized): The number of Emergent Bilingual and Economically Disadvantaged students has increased which has created 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 3 (Prioritized): Over the past two years, over 26% of the Curtis instructional staff members have been new to the campus each year. This level of staff turnover presents challenges in maintaining instructional consistency, sustaining campus culture, and ensuring continuity of best practices.
Root Cause: Changes in campus administration, turnover in key instructional roles, personal or family circumstances, and the increasing number of teachers exiting the education profession altogether.

Student Learning

Student Learning Summary

2025 EOY mClass	K	1	2	3
% On/Above Reading Level	65%	72%	68%	61%
% Met Growth Projection	72%	82%	81%	70%

Both Kinder and 1st grade were meeting or mastering reading proficiency according to mClass at EOY. Over 70% of all K-3rd grade students met their end of year growth projections according to mClass.

STAAR Data	2024 3rd Grade Reading	2025 3rd Grade Reading	2024 4th Grade Reading	2025 4th Grade Reading	2024 5th Grade Reading	2025 5th Grade Reading
% Approaches and higher	75%	81%	80%	83%	79%	69%

Grade Level & Test	2024 3rd Grade Math	2025 3rd Grade Math	2024 4th Grade Math	2025 4th Grade Math	2024 5th Grade Math	2025 5th Grade Math
% Approaches and higher	74%	69%	62%	65%	84%	68%

Over 80% of 3rd-4th grade students were approaching or higher on the reading STAAR assessment and increased from the previous year. The percentage of 4th grade students who approached, met, or mastered the Math STAAR assessment increased from 2024 to 2025.

MAP Growth Data Spring 24- Spring 25

	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	57%	67%	52%	60%	65%	74%	44%	53%
Math	40%	45%	26%	31%	26%	37%	38%	45%

Curtis 2nd, 3rd, and 4th grade students had over 60% growth in reading on the NWEA MAP assessment. All 2nd-5th grade students met or exceeded their expected growth projections on the Math NWEA MAP assessment.

Going into the 2025-2026 school year, the staff will collect and analyze data on student achievement and growth using resources such as:

- NWEA MAP
- mClass
- Imagine Math

- District assessments
- Classroom data and grades
- Collaborative common formative assessments
- Progress monitoring tools
- TELPAS
- STAAR 2025

Student Learning Strengths

Student learning strengths at Curtis include:

- Over 80% of 3rd and 4th grade students approached or higher on Reading STAAR in 2025.
- Over 80% of 1st and 2nd grade students met their growth projection on mClass.
- All 2nd-5th grade students met or exceeded their expected growth projections on the Math NWEA MAP assessment.
- 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): 4th and 5th grade students are not meeting growth targets on STAAR Reading or Math.
Root Cause: There is inconsistent targeted 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 skill 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.

New this year, the campus Operational Leadership Teams meets monthly to collaborate with administrators and support the day-to-day operations of the campus. The OLT organizes and facilitates grade-level logistics such as field trips, newsletters, and textbook needs/requests. Members serve as communication liaisons by relaying safety and security updates, sharing campus event details, and disseminating organizational information in a timely manner to their teams. Through ongoing input and collaboration, the OLT ensures that campus events, schedules, and operational needs are effectively planned and communicated to support a safe and well-organized learning environment.

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 direct instruction on the Behavior Framework core principles.
- Daily "WIN" time is built into the campus master schedule in 2nd-5th grade to focus on the specific learning needs of students who need Tier 2 support, grade level extensions

for learning, and individualized small group instruction.
- For the second year, the campus creates 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, OLT, 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 multiple measures of student data to inform instruction, monitor progress, and track learning to make informed decisions and move student toward meeting learning targets.
Root Cause: Teams are still at the foundational stages of PLC implementation and experience using Data Driven protocols to make informed, actionable instructional decisions.

Problem Statement 2 (Prioritized): Recent OHI survey data indicates the need to establish and communicate clear decision-making structures and processes on the campus.
Root Cause: Staff members are unclear on responsibilities and expectations of new leaders in key roles on campus regarding leadership roles, decision-making authority, and processes that were not consistently established or reinforced.

Problem Statement 3 (Prioritized): Based on staff, parent, and student feedback, there is a lack of behavioral consistency around peer relationships across the campus.
Root Cause: There are inconsistent expectations and lack of specific resources to support appropriate skills instruction in Legend Time (morning meetings).

Problem Statement 4 (Prioritized): Students are unaware of CCMR opportunities available to them after elementary school.
Root Cause: There is an unawareness of the resources available for CCMR education at the elementary level.

Problem Statement 5 (Prioritized): Based on OHI feedback, there is a need for more intentional connections between the daily work teachers do in the classroom and the overall campus goals and priorities so that teachers see how their instructional practices directly support the improvement efforts of the campus.
Root Cause: Turnover in teacher leadership roles, limited systems for teacher voice in decision-making, and a developing sense of collective efficacy have contributed to a lack of consistent structures that clearly connect classroom practices to campus goals and priorities.

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.

Since the Spring of 2024, Curtis has successfully implemented the Emergent Tree Behavior Framework. Dedicated time is built into the master schedule during Legend Time to intentionally teach students through skills instruction about the core values of Safe, Respectful, and Responsible. During the 2024-2025 school year, Curtis focused on Skill Buildinging, Connections, and Acknowledgements. During the Spring of 2025, Curtis piloted Tier 2 Emergent Tree supports for a targeted group of students.

Curtis engages the local community by partnering with PTA through numerous campus family events. Annual activities include Trunk-or-Treat, Cookies with Santa, STEM Night, Curriculum 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 PTA sponsored events, classroom volunteers, 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.
- 77% of students indicate that they feel respected and a staff member cares about them at Curtis
- 88% of parents indicate that their child feels safe at school.
- 78% of parents feel welcome at Curtis Elementary.
- New to NISD and first year teacher retention rates and new staff listening sessions indicates new staff feel supported and valued as a part of the Curtis community.
- Curtis Elementary has successfully implemented Tier 1 Emergent Tree Framework components effectively and successfully piloted Tier 2 supports.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): PTA Membership and involvement as volunteers in campus opportunities has decreased in the past two years.
Root Cause: Increase in working parents with limited amounts of flexible time, as well as an increase in Emergent Bilingual families who may be unaware of available opportunities or the benefits of parent-school collaboration.

Problem Statement 2 (Prioritized): Parent survey feedback indicates that families do not feel adequately informed about what their child is learning in school.
Root Cause: Traditional methods of communication used are not effectively meeting the needs of all families, including working parents and Emergent Bilingual families.

Problem Statement 3 (Prioritized): Parent and student survey feedback indicates that student-to-student respect and bullying are areas of concern on campus.
Root Cause: The effects of the pandemic resulted in a negative impact on students' social-emotional and conflict resolution skills.

Problem Statement 4 (Prioritized): Staff, student, and parent feedback indicates that students do not consistently experience a strong sense of ownership and belonging on campus.
Root Cause: The fast growth in student enrollment, increase in student mobility rate and a rising population of Emergent Bilingual students who may be unaware of available opportunities, have limited the ability for all students to fully engage in leadership roles and contribute positively to the classroom.

Priority Problem Statements

Problem Statement 1: The number of Emergent Bilingual and Economically Disadvantaged students has increased which has created the need for teachers to adapt to the differentiated needs of the student population.

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

Problem Statement 1 Areas: Demographics

Problem Statement 2: The percentage of students who receive MTSS support has increased in the past two years.

Root Cause 2: Tier 1 classroom instruction is not consistently meeting the needs of all learners, leading to more students requiring supplemental intervention.

Problem Statement 2 Areas: Demographics

Problem Statement 3: 4th and 5th grade students are not meeting growth targets on STAAR Reading or Math.

Root Cause 3: There is inconsistent targeted small group instruction across the campus to meet the varied learning needs of Curtis students.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: Tier 1 instruction is not meeting the needs of all individualized learners.

Root Cause 4: The increase of students at Curtis who have various skill levels and needs requires a differentiated approach to Tier 1 instruction.

Problem Statement 4 Areas: Student Learning

Problem Statement 5: There is a need to utilize multiple measures of student data to inform instruction, monitor progress, and track learning to make informed decisions and move student toward meeting learning targets.

Root Cause 5: Teams are still at the foundational stages of PLC implementation and experience using Data Driven protocols to make informed, actionable instructional decisions.

Problem Statement 5 Areas: School Processes & Programs

Problem Statement 6: Recent OHI survey data indicates the need to establish and communicate clear decision-making structures and processes on the campus.

Root Cause 6: Staff members are unclear on responsibilities and expectations of new leaders in key roles on campus regarding leadership roles, decision-making authority, and processes that were not consistently established or reinforced.

Problem Statement 6 Areas: School Processes & Programs

Problem Statement 7: PTA Membership and involvement as volunteers in campus opportunities has decreased in the past two years.

Root Cause 7: Increase in working parents with limited amounts of flexible time, as well as an increase in Emergent Bilingual families who may be unaware of available opportunities or the benefits of parent-school collaboration.

Problem Statement 7 Areas: Perceptions

Problem Statement 8: Parent and student survey feedback indicates that student-to-student respect and bullying are areas of concern on campus.

Root Cause 8: The effects of the pandemic resulted in a negative impact on students' social-emotional and conflict resolution skills.

Problem Statement 8 Areas: Perceptions

Problem Statement 9: Parent survey feedback indicates that families do not feel adequately informed about what their child is learning in school.

Root Cause 9: Traditional methods of communication used are not effectively meeting the needs of all families, including working parents and Emergent Bilingual families.

Problem Statement 9 Areas: Perceptions

Problem Statement 10: Based on staff, parent, and student feedback, there is a lack of behavioral consistency around peer relationships across the campus.

Root Cause 10: There are inconsistent expectations and lack of specific resources to support appropriate skills instruction in Legend Time (morning meetings).

Problem Statement 10 Areas: School Processes & Programs

Problem Statement 11: Students are unaware of CCMR opportunities available to them after elementary school.

Root Cause 11: There is an unawareness of the resources available for CCMR education at the elementary level.

Problem Statement 11 Areas: School Processes & Programs

Problem Statement 12: Over the past two years, over 26% of the Curtis instructional staff members have been new to the campus each year. This level of staff turnover presents challenges in maintaining instructional consistency, sustaining campus culture, and ensuring continuity of best practices.

Root Cause 12: Changes in campus administration, turnover in key instructional roles, personal or family circumstances, and the increasing number of teachers exiting the education profession altogether.

Problem Statement 12 Areas: Demographics

Problem Statement 13: Staff, student, and parent feedback indicates that students do not consistently experience a strong sense of ownership and belonging on campus.

Root Cause 13: The fast growth in student enrollment, increase in student mobility rate and a rising population of Emergent Bilingual students who may be unaware of available opportunities, have limited the ability for all students to fully engage in leadership roles and contribute positively to the classroom.

Problem Statement 13 Areas: Perceptions

Problem Statement 14: Based on OHI feedback, there is a need for more intentional connections between the daily work teachers do in the classroom and the overall campus goals and priorities so that teachers see how their instructional practices directly support the improvement efforts of the campus.

Root Cause 14: Turnover in teacher leadership roles, limited systems for teacher voice in decision-making, and a developing sense of collective efficacy have contributed to a lack of consistent structures that clearly connect classroom practices to campus goals and priorities.

Problem Statement 14 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: K-3rd mClass data, 2nd-5th grade NWEA MAP assessment, 3rd-5th Reading assessment, district CBAs

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
Strategy 1: Data driven assessment cycles using MAP, mClass, CBAs, and formatives to inform small group instruction and create reviewable action plans for weekly lesson plans and WIN time. **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				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2: Implementation of a daily WIN (What I Need) time in 2nd-5th grade to meet the varied literacy needs through intervention and extension opportunities. **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 - Student Learning 1, 2				

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: The percentage of students who receive MTSS support has increased in the past two years. **Root Cause**: Tier 1 classroom instruction is not consistently meeting the needs of all learners, leading to more students requiring supplemental intervention.

Student Learning

Problem Statement 1: 4th and 5th grade students are not meeting growth targets on STAAR Reading or Math. **Root Cause**: There is inconsistent targeted 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 skill 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.

Evaluation Data Sources: Kinder and 1st Math checklists, K-3rd grade mClass data, 2nd-5th grade NWEA MAP assessment, 3rd-5th Reading/Math assessment, district CBAs

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
Strategy 1: Teachers will utilize data binders with progress monitoring tracking documents specific to district assessment (mClass, NWEA MAP), grade level assessments (CBAs, formatives) to monitor and review progress toward mastery twice per month during PLCs. **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:** School Processes & Programs 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2: Students will use district and campus assessments to set and monitor goals aligned to their individual academic levels and grade level goals at least 4 times per year. **Strategy's Expected Result/Impact:** The percentage of students meeting or exceeding grade level expectations will increase by 5%. **Staff Responsible for Monitoring:** Classroom teachers **Problem Statements:** Perceptions 4				

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 2 Problem Statements:

School Processes & Programs
Problem Statement 1: There is a need to utilize multiple measures of student data to inform instruction, monitor progress, and track learning to make informed decisions and move student toward meeting learning targets. **Root Cause**: Teams are still at the foundational stages of PLC implementation and experience using Data Driven protocols to make informed, actionable instructional decisions.

Perceptions

Problem Statement 4: Staff, student, and parent feedback indicates that students do not consistently experience a strong sense of ownership and belonging on campus. **Root Cause**: The fast growth in student enrollment, increase in student mobility rate and a rising population of Emergent Bilingual students who may be unaware of available opportunities, have limited the ability for all students to fully engage in leadership roles and contribute positively to the classroom.

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: Counselor plans, Morning Meeting lesson plans

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
Strategy 1: Teachers will engage students daily in structured morning meetings (Legend Time) that focus on developmentally appropriate social-emotional and behavioral skills instruction. **Strategy's Expected Result/Impact:** Students will be equipped with important character development and conflict resolution skills. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Counselor **Problem Statements:** School Processes & Programs 3 - Perceptions 3				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2: Teachers in K-5th grade will utilize CTE videos once per quarter during Legend Time to provide students CCMR educational awareness opportunities available within NISD. **Strategy's Expected Result/Impact:** Students will have an increased awareness of opportunities available to them in middle school. **Staff Responsible for Monitoring:** Classroom teachers, Counselor **Problem Statements:** School Processes & Programs 4				

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 3 Problem Statements:

School Processes & Programs
Problem Statement 3: Based on staff, parent, and student feedback, there is a lack of behavioral consistency around peer relationships across the campus. **Root Cause**: There are inconsistent expectations and lack of specific resources to support appropriate skills instruction in Legend Time (morning meetings).
Problem Statement 4: Students are unaware of CCMR opportunities available to them after elementary school. **Root Cause**: There is an unawareness of the resources available for CCMR education at the elementary level.

Perceptions

Problem Statement 3: Parent and student survey feedback indicates that student-to-student respect and bullying are areas of concern on campus. **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.

Evaluation Data Sources: NISD Staff Employment Satisfaction Survey, Curtis OHI

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
Strategy 1: Provide support and guidance to all teachers new to the profession and new to Curtis once per month through district and campus mentor program. **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:** Demographics 3				

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 3: Over the past two years, over 26% of the Curtis instructional staff members have been new to the campus each year. This level of staff turnover presents challenges in maintaining instructional consistency, sustaining campus culture, and ensuring continuity of best practices. **Root Cause**: Changes in campus administration, turnover in key instructional roles, personal or family circumstances, and the increasing number of teachers exiting the education profession altogether.

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: NISD Staff Employment Satisfaction Survey, Curtis OHI

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
Strategy 1: All teachers will participate in weekly PLCs, quarterly extended PLCs, and campus professional development with the support of curriculum coaches to support the planning and delivery of high quality Tier 1 instruction. **Strategy's Expected Result/Impact:** 100% of staff will be provided professional learning on how to effectively plan and deliver effective, high quality Tier 1 instruction. **Staff Responsible for Monitoring:** Principal, Assistant Principal **Problem Statements:** Student Learning 2 - School Processes & Programs 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2: All teachers will monitor and track progress toward grade level goals and share updates three times per year during State of the School celebrations. **Strategy's Expected Result/Impact:** Increased collective efficacy among the staff. **Staff Responsible for Monitoring:** Principal, Assistant Principal, ILT **Problem Statements:** Student Learning 2 - School Processes & Programs 1				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
Strategy 3: Once per month, teachers will participate in personalized professional development during the campus SEED (Share, Explore, Engage, Discover) meeting. Topics will be selected based on teacher-identified needs and presented by teacher leaders, allowing staff to learn directly from peers and apply strategies in their classrooms. **Strategy's Expected Result/Impact:** Increased teacher leadership capacity and increased collaboration on instructional practices across the campus. **Staff Responsible for Monitoring:** Principal, ILT Members **Problem Statements:** School Processes & Programs 5				

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 2 Problem Statements:

Student Learning
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 skill levels and needs requires a differentiated approach to Tier 1 instruction.
School Processes & Programs
Problem Statement 1: There is a need to utilize multiple measures of student data to inform instruction, monitor progress, and track learning to make informed decisions and move student toward meeting learning targets. **Root Cause**: Teams are still at the foundational stages of PLC implementation and experience using Data Driven protocols to make informed, actionable instructional decisions.
Problem Statement 5: Based on OHI feedback, there is a need for more intentional connections between the daily work teachers do in the classroom and the overall campus goals and priorities so that teachers see how their instructional practices directly support the improvement efforts of the campus. **Root Cause**: Turnover in teacher leadership roles, limited systems for teacher voice in decision-making, and a developing sense of collective efficacy have contributed to a lack of consistent structures that clearly connect classroom practices to campus goals and priorities.

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: NISD Staff Employment Satisfaction Survey, Curtis OHI

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
Strategy 1: Implement leadership opportunities on campus by creating teacher-led committees and decision-making teams to ensure a broader range of staff voices are included in campus-level planning and decision-making processes. **Strategy's Expected Result/Impact:** Increased clarity, ownership, and voice in campus decision-making. **Staff Responsible for Monitoring:** Principal, Assistant Principal **Problem Statements:** School Processes & Programs 2				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 3 Problem Statements:

School Processes & Programs
Problem Statement 2: Recent OHI survey data indicates the need to establish and communicate clear decision-making structures and processes on the campus. **Root Cause**: Staff members are unclear on responsibilities and expectations of new leaders in key roles on campus regarding leadership roles, decision-making authority, and processes that were not consistently established or reinforced.

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 Feedback Survey, Parent attendance at campus events

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
Strategy 1: Communicate weekly events, happenings, and important information to families through Principal's Newsletter, grade level newsletters, social media posts, and Parent Square. **Strategy's Expected Result/Impact:** Increased parent communication and awareness of campus information **Staff Responsible for Monitoring:** Principal, Classroom teachers **Problem Statements:** Perceptions 2				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2: Create a variety of parent involvement opportunities that allow families to select engagement options that best fit their individual needs, interests, and schedules. **Strategy's Expected Result/Impact:** Increased parent participation rates across a wider range of school events and activities. **Staff Responsible for Monitoring:** Principal **Problem Statements:** Perceptions 1				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Perceptions
Problem Statement 1: PTA Membership and involvement as volunteers in campus opportunities has decreased in the past two years. **Root Cause**: Increase in working parents with limited amounts of flexible time, as well as an increase in Emergent Bilingual families who may be unaware of available opportunities or the benefits of parent-school collaboration.

Perceptions
Problem Statement 2: Parent survey feedback indicates that families do not feel adequately informed about what their child is learning in school. **Root Cause**: Traditional methods of communication used are not effectively meeting the needs of all families, including working parents and Emergent Bilingual 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.

Evaluation Data Sources: Parent and Student Surveys, Student participation rates

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
Strategy 1: Host weekly assemblies (Legend Rally) for staff, students, and parents to celebrate students who exemplify good character traits, core values, and Legendary Leadership, to foster unity, pride, and reinforce positive behavioral expectations campus-wide. **Strategy's Expected Result/Impact:** Increased student recognition and motivation to demonstrate positive character and leadership, strengthened school-wide culture of pride and unity, greater parent engagement in reinforcing core values, and consistent positive behavioral expectations across the campus. **Staff Responsible for Monitoring:** Principal, Legendary Culture Team **Problem Statements:** School Processes & Programs 3 - Perceptions 3				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2: Provide all 2nd-5th grade students with opportunities to participate in campus leadership roles such as Safety Patrol, Legendary Ambassadors, Birthday Brigade, and morning show anchors. **Strategy's Expected Result/Impact:** Students will have a sense of ownership and belonging in the school community. **Staff Responsible for Monitoring:** Principal, Student Leadership Team **Problem Statements:** Perceptions 4				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

School Processes & Programs
Problem Statement 3: Based on staff, parent, and student feedback, there is a lack of behavioral consistency around peer relationships across the campus. **Root Cause**: There are inconsistent expectations and lack of specific resources to support appropriate skills instruction in Legend Time (morning meetings).

Perceptions

Problem Statement 3: Parent and student survey feedback indicates that student-to-student respect and bullying are areas of concern on campus. **Root Cause**: The effects of the pandemic resulted in a negative impact on students' social-emotional and conflict resolution skills.

Problem Statement 4: Staff, student, and parent feedback indicates that students do not consistently experience a strong sense of ownership and belonging on campus. **Root Cause**: The fast growth in student enrollment, increase in student mobility rate and a rising population of Emergent Bilingual students who may be unaware of available opportunities, have limited the ability for all students to fully engage in leadership roles and contribute positively to 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.

Evaluation Data Sources: Emergent Tree Behavior Systems Review, Behavior Framework Team walkthroughs

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
Strategy 1: Embed Emergent Tree skills instruction, the Character Strong curriculum, and monthly RESPECT lessons into Morning Meeting (Legend Time) to strengthen social-emotional learning, reinforce core values, and promote positive behavior across the campus. **Strategy's Expected Result/Impact:** Increased social-emotional skills, stronger understanding and application of core values, and improved behavior aligned with campus expectations. **Staff Responsible for Monitoring:** Counselor, Classroom teachers **Problem Statements:** Perceptions 3				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2: Implement Emergent Tree Behavioral Support Framework Tier 1 strategies of connections, explicit skills instruction, specific and explicit acknowledgements, and corrective feedback with a 3:1 ratio. **Strategy's Expected Result/Impact:** Increased positive relationships, self-awareness, and self regulation among students. **Staff Responsible for Monitoring:** Behavior Framework Team, Classroom teachers **Problem Statements:** School Processes & Programs 3 - Perceptions 3				

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 3 Problem Statements:

School Processes & Programs
Problem Statement 3: Based on staff, parent, and student feedback, there is a lack of behavioral consistency around peer relationships across the campus. **Root Cause**: There are inconsistent expectations and lack of specific resources to support appropriate skills instruction in Legend Time (morning meetings).

Perceptions

Problem Statement 3: Parent and student survey feedback indicates that student-to-student respect and bullying are areas of concern on campus. **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

2025-2026 Campus Improvement Plan



Value Statement

Kids come first.

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

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

Learning is influenced by environment.

Northwest ISD Vision

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

Northwest ISD Mission

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

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Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

Daniel Elementary opened in August 2023 and has quickly built a reputation for excellence and community connection. In spring 2023, staff participated in the Organizational Health Inventory (OHI) survey and scored in the top 5% nationally for positive school culture. Staff reported 98% satisfaction with communication and strong morale and climate scores in the 90s. In 2025, Daniel Elementary was rated an "A" from the state of Texas.

Family engagement is a cornerstone of the campus culture:

- PTA: In 2025, 100% of the Daniel staff are PTA members, and all executive board seats are filled. We are currently close to 300 PTA members as a campus.
- Watch D.O.G.S.: Fathers and father-figures volunteer weekly, led by Head Watch DOG Jimmy Schrader.
- Community Partnerships:
    - Pecan Square & Hillwood Properties sponsor events such as *First Day Walk* and *Back to School Bash* and have provided shirts for all students and the Daniel Dog mascot.
    - Valley Creek Church adopted the school, purchased patio tables for events, and will support student gardening initiatives.
    - Northlake Police partner with the campus for events and are present at arrival and dismissal.
    - Local businesses donate to teacher lounges, sponsor breakfasts, and support staff appreciation efforts.

This deep partnership between staff, families, and the community creates a sense of pride and shared ownership in the success of all students.

Student Performance

mClass Reading (Spring 2025):

- On/Above Reading Level: 85%+ in grades 2–5
- Met Growth Projection: 90%+ in grades 2–5

STAAR Results:

- Some growth from 2024 to 2025 across reading and math in grades 3–5
- 5th grade science had a drop in STAAR scores in 2025. The campus is conducting PLCs with a focus on vertical TEKS such as 3rd grade solar system questions being tested on the 5th grade assessment, but only in the curriculum in 3rd grade. Our goal is to strengthen instruction in targeted areas to increase student

success.

MAP Growth (2024–2025):

- 73% of students scored in the “High Growth/High Achievement” quadrant
- Students in grades 2–5 exceeded expected growth in both reading and math, placing them in the top range of the national bell curve in 2024, but had a decrease in 2025.

While the school earned an overall A rating, there was a slight drop in reading, math, and science scores in the second year, particularly for special education students who did not meet targeted growth measures — highlighting a need for more focused interventions and progress monitoring.

Teaching Staff

Daniel Elementary is staffed with highly qualified and experienced educators:

- 97% of staff have prior teaching experience
- 97% of teachers are highly qualified
- Teachers serve as leaders on ILT, OLT, PBIS, Sunshine Committee, and other campus and district committees.
- Staff buy-in is strong, with 98% indicating that they feel valued and that their voices are heard.

Our Beliefs

At Daniel Elementary, every teacher’s voice matters. Every child’s voice matters. We believe that ALL kids can learn and are committed to providing a safe, supportive, and academically rigorous environment where students thrive.

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
42%	19%	8%	6%	25 %	8%	20 %	3%	8%	11%	25%	37%	7%	

Johnie Daniel Elementary at a Glance

Total Enrollment: 701 students

Classrooms by Grade Level

- Pre-K: 3 classes
- Kindergarten: 6 classes
- 1st Grade: 6 classes
- 2nd Grade: 6 classes
- 3rd Grade: 5 classes
- 4th Grade: 4 classes
- 5th Grade: 4 classes

Specials & Programs

- LAMP (Library, Art, Music, PE) – 1 full team serving all students
- Early Childhood Special Education (ECSE): 1 class with 3 paraprofessionals
- Gifted & Talented (GATES): ½ time program
- SEAC Specialized Class: 1 class with 2 paraprofessionals
- PACEE Specialized Class: 1 class with 3 paraprofessionals

Intervention & Support Staff

- MTSS/ESL Interventionist: Part-time (¼ at Daniel, ¾ at Lance Thompson)
- Emergent Bilingual Interventionist: Part-time (¼ at Daniel, ¾ at Carter Elementary)

- Dyslexia Interventionists: 2 teachers
- Special Education Resource Teachers: 3 teachers and 1 paraprofessional

Student Services

We serve students through a wide range of programs, including:

- MTA (dyslexia support)
- Emergent Bilingual (EB) services
- Special Education
- Gifted & Talented (GATES)
- 504 accommodations

Demographics Strengths

Campus Strengths

- **Growing Community Impact:** As a new campus in a fast-growing community, we have expanded by more than 340 students, allowing us to serve an increasing number of students and families.
- **Stable Student Population:** Our students primarily reside in the Pecan Square and Highlands of Northlake neighborhoods, resulting in a low mobility rate and a strong sense of community.
- **Experienced Educators:** 90% of our teachers bring multiple years of teaching experience, contributing to a high level of instructional expertise.
- **Highly Qualified Staff:** 97% of our teachers are recognized as highly qualified, ensuring strong instructional practices and support for student success.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): As Daniel Elementary grows and we add new staff members, we strive to maintain a consistently high level of student performance as we integrate new personnel with onboarding, training, and time to assimilate.
Root Cause: Our rapidly growing elementary campus doubled in size in one year resulting in adding a high number of new staff members.

Student Learning

Student Learning Summary

All of the student learning data is pulled for the spring of 2025. Overall, the Daniel Elementary campus scored an "A" from the state of Texas despite a drop in scores on STAAR in the areas of reading, math, and science.

2025 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 growth on their STAAR tests from 2024-2025. Experienced teachers, staff training, strong partnership with parents, student ownership in goal setting, and rigorous implementation of the TEKS are key components to the student success.

For the 2024-2025 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 right-hand quadrant

MAP Growth Data Spring 24- Spring 25 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 24- Spring 25 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 had high achievement.)

Daniel Elementary was at a high achieving level in reading overall as a campus!

3rd grade was high growth and high achievement.

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): In Daniel Elementary's second year, there was a slight drop in reading, math, and science scores on the STAAR assessments. The school still received an "A" rating, but as a campus, we are focusing on providing more interventions to increase our "mastered" level and provide more support to our special education students.
Root Cause: The overall drop in reading, math, and science scores in Daniel's second year can be attributed to multiple factors. As enrollment increased, class sizes grew and teacher capacity was stretched, creating challenges in providing consistent small-group and individualized instruction. Sped students did not demonstrate targeted growth on progress measures, indicating a need for more interventions.

School Processes & Programs

School Processes & Programs Summary

Daniel Elementary follows the Texas Essential Knowledge and Skills (TEKS) along with the district's scope and sequence to guide daily instruction. Student learning data is consistently analyzed to drive the specific instructional strategies used in each classroom.

This year, Daniel Elementary welcomed 13 new staff members, including three first-year teachers. To ensure strong support, our campus utilizes the expertise of Patrice Brake, Kelli Palmer, Brittany Horn, Whitney Bass, Rachel Lawson, and our 2–5 literacy and math coaches. In addition, our mentor coordinator pairs teachers with 1–2 years of experience with mentors, and monthly check-in meetings are held to provide guidance. The principal and assistant principal also meet monthly with new staff members to ensure a smooth transition.

Our campus benefits from strong collaboration with district math, literacy, and technology coaches who partner with staff to support instruction. One professional development strategy, *Micro Labs,* allows district coaches to model instructional practices while teachers and campus administrators practice those strategies in classrooms. Educators observe and reflect together, ensuring that each strategy is both modeled and applied multiple times for deeper learning.

Campus administrators and grade-level teams also meet in PLCs at least once a month with district coach support. PLCs so far this year have focused on MTSS, mClass testing and results, student grouping, and TEKS alignment in grades 3–5.

In addition, *Walkthrough Wednesdays* provide a collaborative professional learning opportunity where teachers observe one another to share strategies and best practices. The process was supported by Brittany Horn, who helped develop the walkthrough forms. To celebrate participation, teachers may wear jeans on Wednesdays as a thank-you for conducting walkthroughs.

Professional development is intentionally differentiated to meet teacher needs. For example, on Thursday afternoons, some teachers collaborate with an MTA specialist to strengthen support for students with dyslexia, while others work with a district behavior coach on strategies to meet student behavioral needs. At the same time, grades 3–5 math teachers review student math journals to analyze strengths and identify areas of alignment or misalignment. These sessions are designed to highlight staff expertise, build collective capacity, and refine instructional practices.

Daniel Elementary also has both an Instructional Leadership Team (ILT) and an Operational Leadership Team (OLT). Every grade level and specialized team is represented to ensure all voices are included in decision-making. Meeting notes are shared with staff for transparency, and feedback is actively gathered to shape future agendas.

To support organization and communication, the *Daniel Dashboard* serves as a one-stop resource for staff. It houses the staff handbook, master schedule, weekly staff newsletter, safety information, and more.

The master schedule is strategically designed to support accelerated math students by aligning math instruction for grades 2–5 simultaneously, enabling participation with an off-campus math teacher. In addition, *PAW Time*—a dedicated daily intervention block—allows teachers to provide Tier II instructional support. The schedule is carefully balanced to provide both focused work periods and engaging activities throughout the day.

School Processes & Programs Strengths

Professional Learning Communities (PLCs) are an essential part of our campus culture and are held multiple times a month on Tuesdays. To ensure consistency across the school, we use a campus-wide PLC planning guide.

Clear communication is also a cornerstone of our campus. Each grade level maintains its own website, which is linked in the principal's weekly campus newsletter. The newsletter, sent every Monday, highlights upcoming campus events, PTA updates, counselor and nurse information, grade-level news, curriculum updates, sign-ups, and more. At the top of the newsletter, families can easily access grade-level links. Additionally, every Tuesday, students bring home a "Newsday Tuesday" folder containing graded work, student goals, and flyers from the PTA or other organizations.

To support instruction, classroom walkthroughs take place weekly. Teachers receive consistent feedback that celebrates strengths ("Glows") and identifies areas for growth ("Grows"). Our technology coach collaborated with us to design a Google Form for walkthroughs, ensuring alignment with our campus goals and scope-and-sequence priorities.

Behavior expectations are guided by our campus-wide framework, developed in partnership with Emergent Tree. The framework centers on three core values: *Be Safe, Be Respectful, Be Responsible.* Expectations are explicitly taught and modeled for both students and staff. This framework continues to evolve as part of our ongoing growth.

Every Friday from 7:40–8:00 a.m., we hold an assembly to celebrate students and grade levels who exemplify our expectations. We also recognize staff and student birthdays, highlight special events, and welcome guests—all contributing to a positive, connected campus culture.

This is the third year for our three-family system inspired by Johnie Daniel's character traits and the *Culture Code* book. Students will be part of one of three families—*Positive, Hardworking, or Loyal*—from Pre-K through 5th grade, creating a sense of belonging across grade levels. Monthly pep rallies recognize each family for positive behavior, academic success, community service, and special achievements.

Our campus also offers a variety of extracurricular activities that foster leadership, creativity, and community engagement. Opportunities include the 5th Grade Leadership Club, North Texas Choir, campus choir, service-learning projects, art club, state level chess club, and running club.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): This rapid growth presents challenges in maintaining consistency with the implementation of our behavior framework, campus traditions, and positive culture. Without intentional communication and consistent modeling of expectations, there is a risk of misalignment.
Root Cause: Daniel Elementary has doubled in size over the past two years, resulting in a large influx of new students and staff who have not had sufficient time to be fully oriented to our campus systems, traditions, and culture.

Perceptions

Perceptions Summary

Johnie Daniel Elementary: A Snapshot of Our Strengths

Johnie Daniel Elementary is proudly entering its third year, supported by an incredible team of staff, students, families, and community partners.

Staff & School Culture:

- Ranked in the top 5% nationally on the 2023 Organizational Health Inventory.
- 97% of staff have teaching experience and are highly qualified.
- Teachers are active leaders, serving on ILT, OLT, PBIS, Sunshine, and other campus and district committees.
- We value every teacher's voice and provide opportunities for input and collaboration.

Family & Community Engagement:

- Parent, student, and staff surveys: 98% of stakeholders feel valued and heard.
- Parent participation: High engagement rates with over 327 families completing input surveys.
- Community partnership: Pecan Square Hillwood Properties partners with us for events such as Walk to School Day, Cheers & Tears, holiday celebrations, and field day, as well as providing supplies when needed.
- Social media: Used weekly to introduce staff, share events, and celebrate campus life with our community.

Family Events:

- Meet the Teacher: 95% family attendance
- Goodies with Grands: 300+ families served by PTA
- PTA: 100% of board seats filled and 100% of Daniel staff are PTA members
- Weekly PAWS program on campus which allows volunteers to help in the classrooms
- Watch D.O.G.S. dads: Present on campus weekly
- Anticipated 80%+ participation at upcoming events such as Breakfast Blizzard, Thanksgiving Family Event, Veteran's Day Program, Nutcracker Extravaganza, Family Fitness Night, Multicultural Night, Field Day, and Open House
- Our Core Beliefs:
- Every teacher's voice matters.

- Every child's voice matters.
- We believe ALL kids can learn, and we are here to serve our students, families, and community.

Perceptions Strengths

In the spring of 2023, Daniel staff participated in the Organizational Health Inventory survey, scoring 98% in communication and earning morale and school climate scores in the 90s. These results place Daniel Elementary in the top 5% of schools nationwide for positive school culture. Our staff sees themselves as leaders and feels valued, which contributes to the supportive, collaborative environment we are known for.

Our PTA Executive Board is strong and active, led by President Stacey St. Arnauld, and our past PTA President, Rebekah Baus, is currently serving as the district PTA President, so Daniel Elementary is represented well at the campus, district, and state level. They consistently advocate for ALL students and foster parent engagement. Our Watch D.O.G.S. program, currently led by Head Watch DOG Jimmy Schrader , brings fathers and father-figures into the school weekly, strengthening connections between home and school. Over 290 members attended the first general PTA meeting on September 12, 2023, and participation continues to remain high.

We are grateful for the support of Pecan Square and Hillwood Properties, who have helped create a unique school culture with events like the *First Day of School Walk* and *Back to School Bash*. Hillwood generously purchased new T-shirts for every student during our inaugural year, provided our beloved dog mascot, and continues to partner with us to meet student needs.

Our partnership with Valley Creek Church has been a tremendous blessing. They adopted our school last spring, purchased patio tables to provide additional seating for family events, and will be supporting our raised gardens and student gardening club this spring.

Our school is also supported by local Northlake businesses and community partners, who frequently provide teacher breakfasts, coffee, and lounge donations that brighten our staff's day. Additionally, we have a strong relationship with the Northlake Police Department, who partner with us for staff and community safety training. The principal and office manager joined the community police and safety training with Northlake and Argyle law enforcement, strengthening our campus safety practices.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): While Johnie Daniel Elementary has built a strong culture of staff collaboration, family engagement, and community partnerships, sustaining this high level of connection and support requires continuous effort and resources. As the campus grows, there is an ongoing need to maintain strong staff morale, ensure consistent parent involvement, and deepen community partnerships.
Root Cause: The root cause of the challenge is that maintaining a high-performing school culture and strong community partnerships. As enrollment grows, staff capacity is stretched, volunteer and community needs increase, and sustaining morale and engagement becomes more complex.

Priority Problem Statements

Problem Statement 1: In Daniel Elementary's second year, there was a slight drop in reading, math, and science scores on the STAAR assessments. The school still received an "A" rating, but as a campus, we are focusing on providing more interventions to increase our "mastered" level and provide more support to our special education students.

Root Cause 1: The overall drop in reading, math, and science scores in Daniel's second year can be attributed to multiple factors. As enrollment increased, class sizes grew and teacher capacity was stretched, creating challenges in providing consistent small-group and individualized instruction. Sped students did not demonstrate targeted growth on progress measures, indicating a need for more interventions.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: This rapid growth presents challenges in maintaining consistency with the implementation of our behavior framework, campus traditions, and positive culture. Without intentional communication and consistent modeling of expectations, there is a risk of misalignment.

Root Cause 2: Daniel Elementary has doubled in size over the past two years, resulting in a large influx of new students and staff who have not had sufficient time to be fully oriented to our campus systems, traditions, and culture.

Problem Statement 2 Areas: School Processes & Programs

Problem Statement 3: While Johnie Daniel Elementary has built a strong culture of staff collaboration, family engagement, and community partnerships, sustaining this high level of connection and support requires continuous effort and resources. As the campus grows, there is an ongoing need to maintain strong staff morale, ensure consistent parent involvement, and deepen community partnerships.

Root Cause 3: The root cause of the challenge is that maintaining a high-performing school culture and strong community partnerships. As enrollment grows, staff capacity is stretched, volunteer and community needs increase, and sustaining morale and engagement becomes more complex.

Problem Statement 3 Areas: Perceptions

Problem Statement 4: As Daniel Elementary grows and we add new staff members, we strive to maintain a consistently high level of student performance as we integrate new personnel with onboarding, training, and time to assimilate.

Root Cause 4: Our rapidly growing elementary campus doubled in size in one year resulting in adding a high number of new staff members.

Problem Statement 4 Areas: Demographics

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations

Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Prekindergarten Self-Assessment Tool
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.

- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion data

Student Data: Behavior and Other Indicators

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

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- 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
- 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			
	Formative			Summative
	Nov	Jan	Mar	May
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. **Strategy's Expected Result/Impact:** 97% of the K-5 students will be able to articulate their literacy goal and explain the necessary steps to achieve his/her literacy goal. **Staff Responsible for Monitoring:** Classroom teachers, MTSS support, ESL support staff, MTA teachers, special education teachers, and campus administration **TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Student Learning 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
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. **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. **Problem Statements:** Demographics 1 - Student Learning 1				

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: As Daniel Elementary grows and we add new staff members, we strive to maintain a consistently high level of student performance as we integrate new personnel with onboarding, training, and time to assimilate. **Root Cause**: Our rapidly growing elementary campus doubled in size in one year resulting in adding a high number of new staff members.
Student Learning
Problem Statement 1: In Daniel Elementary's second year, there was a slight drop in reading, math, and science scores on the STAAR assessments. The school still received an "A" rating, but as a campus, we are focusing on providing more interventions to increase our "mastered" level and provide more support to our special education students. **Root Cause**: The overall drop in reading, math, and science scores in Daniel's second year can be attributed to multiple factors. As enrollment increased, class sizes grew and teacher capacity was stretched, creating challenges in providing consistent small-group and individualized instruction. Sped students did not demonstrate targeted growth on progress measures, indicating a need for more interventions.

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

Performance Objective 2: Academic Progress
1.2 Our students will achieve individualized academic goals to reach a year's growth or more in all content areas.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
Strategy 1: Johnie Daniel Elementary educators will set goals in all content areas with 98% of the students to meet or exceed all grade-level standards using one-on-one conferences and visible goal-setting strategies that are tracked consistently across the campus. **Strategy's Expected Result/Impact:** 100% of the students will be able to articulate their goal for literacy, math, science, and social studies. Students will be able to explain the necessary steps to achieve his/her literacy goal. **Staff Responsible for Monitoring:** Classroom teachers, MTSS support, ESL support staff, MTA teachers, special education teachers, and campus administration **Problem Statements:** Demographics 1 - Student Learning 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
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. **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. **Problem Statements:** Demographics 1 - Student Learning 1				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Demographics

Problem Statement 1: As Daniel Elementary grows and we add new staff members, we strive to maintain a consistently high level of student performance as we integrate new personnel with onboarding, training, and time to assimilate. **Root Cause**: Our rapidly growing elementary campus doubled in size in one year resulting in adding a high number of new staff members.

Student Learning

Problem Statement 1: In Daniel Elementary's second year, there was a slight drop in reading, math, and science scores on the STAAR assessments. The school still received an "A" rating, but as a campus, we are focusing on providing more interventions to increase our "mastered" level and provide more support to our special education students. **Root Cause**: The overall drop in reading, math, and science scores in Daniel's second year can be attributed to multiple factors. As enrollment increased, class sizes grew and teacher capacity was stretched, creating challenges in providing consistent small-group and individualized instruction. Sped students did not demonstrate targeted growth on progress measures, indicating a need for more interventions.

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

Performance Objective 3: College, Career, Military & Life Readiness
1.3 Our students will graduate life ready and prepared for success in career, college, or military service.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
Strategy 1: 100% of K-5 classrooms will utilize the CTE videos to help students gain an awareness of the opportunities they will have when they enter MS. **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:** Campus admin, counselor, classroom teachers **Problem Statements:** Demographics 1				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 1: As Daniel Elementary grows and we add new staff members, we strive to maintain a consistently high level of student performance as we integrate new personnel with onboarding, training, and time to assimilate. **Root Cause**: Our rapidly growing elementary campus doubled in size in one year resulting in adding a high number of new staff members.

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

Performance Objective 1: Recruit
2.1 Northwest ISD will have an unwavering commitment to attract and welcome high-quality staff.

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

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: As Daniel Elementary grows and we add new staff members, we strive to maintain a consistently high level of student performance as we integrate new personnel with onboarding, training, and time to assimilate. **Root Cause**: Our rapidly growing elementary campus doubled in size in one year resulting in adding a high number of new staff members.
School Processes & Programs
Problem Statement 1: This rapid growth presents challenges in maintaining consistency with the implementation of our behavior framework, campus traditions, and positive culture. Without intentional communication and consistent modeling of expectations, there is a risk of misalignment. **Root Cause**: Daniel Elementary has doubled in size over the past two years, resulting in a large influx of new students and staff who have not had sufficient time to be fully oriented to our campus systems, traditions, and culture.
Perceptions
Problem Statement 1: While Johnie Daniel Elementary has built a strong culture of staff collaboration, family engagement, and community partnerships, sustaining this high level of connection and support requires continuous effort and resources. As the campus grows, there is an ongoing need to maintain strong staff morale, ensure consistent parent involvement, and deepen community partnerships. **Root Cause**: The root cause of the challenge is that maintaining a high-performing school culture and strong community partnerships. As enrollment grows, staff capacity is stretched, volunteer and community needs increase, and sustaining morale and engagement becomes more complex.

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

Performance Objective 2: Value
2.2 Northwest ISD will invest in all staff through a culture of support, development, and empowerment to make a positive impact on the learning community.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
Strategy 1: Johnie Daniel Elementary will continue a culture of support where teachers have a voice and provide differentiated professional development opportunities to build capacity in each staff member, so they feel valued and empowered. **Strategy's Expected Result/Impact:** Educators will want to stay at Johnie Daniel Elementary and Northwest ISD because they feel valued and can hone their craft to improve student achievement. **Problem Statements:** School Processes & Programs 1 - Perceptions 1				

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 2 Problem Statements:

School Processes & Programs
Problem Statement 1: This rapid growth presents challenges in maintaining consistency with the implementation of our behavior framework, campus traditions, and positive culture. Without intentional communication and consistent modeling of expectations, there is a risk of misalignment. **Root Cause**: Daniel Elementary has doubled in size over the past two years, resulting in a large influx of new students and staff who have not had sufficient time to be fully oriented to our campus systems, traditions, and culture.

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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			
	Formative			Summative
	Nov	Jan	Mar	May
Strategy 1: Johnie Daniel Elementary will provide opportunities for distributed leadership through ILT/OLT/campus committees, build meaningful relationships with all stakeholders, provide coaching and support to teachers, and design differentiated professional development opportunities for teachers. **Strategy's Expected Result/Impact:** If educators feel supported and valued, then they will want to continue to be a teacher at Johnie Daniel Elementary and Northwest ISD. **Problem Statements:** School Processes & Programs 1 - Perceptions 1				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 3 Problem Statements:

School Processes & Programs
Problem Statement 1: This rapid growth presents challenges in maintaining consistency with the implementation of our behavior framework, campus traditions, and positive culture. Without intentional communication and consistent modeling of expectations, there is a risk of misalignment. **Root Cause**: Daniel Elementary has doubled in size over the past two years, resulting in a large influx of new students and staff who have not had sufficient time to be fully oriented to our campus systems, traditions, and culture.

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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			
	Formative			Summative
	Nov	Jan	Mar	May
Strategy 1: Johnie Daniel Elementary will provide consistent communication with stakeholders about opportunities to partner with the campus through volunteering, serving on a panel or a committee with the intent to streamline current practices, or supporting the campus. **Strategy's Expected Result/Impact:** All stakeholders will feel they have a system for sharing their voices on a variety of topics. Stakeholders will want to partner with Johnie Daniel because they feel valued. **Problem Statements:** School Processes & Programs 1 - Perceptions 1				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 1: This rapid growth presents challenges in maintaining consistency with the implementation of our behavior framework, campus traditions, and positive culture. Without intentional communication and consistent modeling of expectations, there is a risk of misalignment. **Root Cause**: Daniel Elementary has doubled in size over the past two years, resulting in a large influx of new students and staff who have not had sufficient time to be fully oriented to our campus systems, traditions, and culture.

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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			
	Formative			Summative
	Nov	Jan	Mar	May
Strategy 1: Johnie Daniel Elementary will provide opportunities for students, parents, staff, and community voices to be shared through the use of surveys, committees, curated social media platforms, and advisory panels. **Strategy's Expected Result/Impact:** All stakeholders will feel they have a system for sharing their voices on a variety of topics. **Problem Statements:** Perceptions 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
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, continue to implement a "family system" so every student and staff member has a sense of belonging, and continue to provide consistent expectations for students/staff/parents across the campus. **Strategy's Expected Result/Impact:** Students, staff, and families feel valued **Problem Statements:** School Processes & Programs 1 - Perceptions 1				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

School Processes & Programs
Problem Statement 1: This rapid growth presents challenges in maintaining consistency with the implementation of our behavior framework, campus traditions, and positive culture. Without intentional communication and consistent modeling of expectations, there is a risk of misalignment. **Root Cause**: Daniel Elementary has doubled in size over the past two years, resulting in a large influx of new students and staff who have not had sufficient time to be fully oriented to our campus systems, traditions, and culture.

Perceptions

Problem Statement 1: While Johnie Daniel Elementary has built a strong culture of staff collaboration, family engagement, and community partnerships, sustaining this high level of connection and support requires continuous effort and resources. As the campus grows, there is an ongoing need to maintain strong staff morale, ensure consistent parent involvement, and deepen community partnerships. **Root Cause**: The root cause of the challenge is that maintaining a high-performing school culture and strong community partnerships. As enrollment grows, staff capacity is stretched, volunteer and community needs increase, and sustaining morale and engagement becomes more complex.

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. Parents are invited to be involved by requesting permission to provide health and counseling services through a district form.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
Strategy 1: Johnie Daniel Elementary will provide a weekly campus newsletter to our families with information about academic, physical, and emotional well-being support for students, staff, and community. Campus and District training opportunities for families will be included in this communication as well. **Strategy's Expected Result/Impact:** Families will learn about campus and district trainings, opportunities, surveys, etc. that better support their children. **Problem Statements:** School Processes & Programs 1 - Perceptions 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
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. **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 **Problem Statements:** School Processes & Programs 1				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 3 Problem Statements:

School Processes & Programs
Problem Statement 1: This rapid growth presents challenges in maintaining consistency with the implementation of our behavior framework, campus traditions, and positive culture. Without intentional communication and consistent modeling of expectations, there is a risk of misalignment. **Root Cause**: Daniel Elementary has doubled in size over the past two years, resulting in a large influx of new students and staff who have not had sufficient time to be fully oriented to our campus systems, traditions, and culture.

Perceptions

Problem Statement 1: While Johnie Daniel Elementary has built a strong culture of staff collaboration, family engagement, and community partnerships, sustaining this high level of connection and support requires continuous effort and resources. As the campus grows, there is an ongoing need to maintain strong staff morale, ensure consistent parent involvement, and deepen community partnerships. **Root Cause**: The root cause of the challenge is that maintaining a high-performing school culture and strong community partnerships. As enrollment grows, staff capacity is stretched, volunteer and community needs increase, and sustaining morale and engagement becomes more complex.

Northwest Independent School District

Granger Elementary School

2025-2026 Campus Improvement Plan



Value Statement

Kids come first.

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

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

Learning is influenced by environment.

Northwest ISD Vision

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

Northwest ISD Mission

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

Kay Granger Elementary School Vision

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

Kay Granger Elementary School Mission

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

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Comprehensive Needs Assessment

Demographics

Demographics Summary

White	Hispanic	African American	2 or More Races	Asian	Economically Disadvantaged	Special Education	504	Dyslexia	GT	EB	At-Risk	MTSS	Homeless
56%	20%	9%	7.5 %	7%	23 %	26 %	4 %	7 %	13%	11 %	31 %	10%	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 600 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.

At Granger Elementary, we are proud of the rich diversity within our student population, which enhances our learning environment and broadens the perspectives of all students. While our overall demographics have remained steady in recent years, we have seen a gradual increase in both our special education and economically disadvantaged populations. This growth has strengthened our commitment to meeting the unique needs of every learner and has provided opportunities to partner with outside organizations, further extending resources and support for our students. By fostering an inclusive and supportive environment, we ensure that all families feel valued and connected, and that every student has the opportunity to thrive both academically and personally.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): While Granger Elementary celebrates the strength of our diverse student population, we continue to see achievement gaps among our economically disadvantaged students. Meeting the academic needs of these students requires intentional strategies to ensure equitable access to learning opportunities and success for all.
Root Cause: Students from economically disadvantaged backgrounds often face barriers that impact their academic performance, including limited access to resources outside of school. Closing these gaps requires additional time, targeted interventions, and consistent support systems to address both academic and non-academic needs.

Student Learning

Student Learning Summary

2025 EOY mClass	K	1	2	3	4	5
% On/Above Reading Level	82%	86%	65%	72%	N/A%	N/A%
% Met Growth Projection	82%	86%	65%	71%	N/A%	N/A%

Our second grade students have fewer on level readers than the other grades. All other grades grew from BOY to EOY, especially our 1st graders overall.

Our 1st graders showed high growth in above-level readers.

STAAR Data	2024 3rd Grade Reading	2025 3rd Grade Reading	2024 4th Grade Reading	2025 4th Grade Reading	2024 5th Grade Reading	2025 5th Grade Reading
% Approaches and higher	86%	90%	91%	90%	96%	91%

Grade Level & Test	2024 3rd Grade Math	2025 3rd Grade Math	2024 4th Grade Math	2025 4th Grade Math	2024 5th Grade Math	2025 5th Grade Math
% Approaches and higher	86%	87%	82%	79%	87%	91%

Our students performed in the top 20% of the district in both reading and math STAAR.

Our students performed in the top 20% of the district in both reading and math STAAR mastery level performance.

5th grade reading was slightly lower, but still a celebration as we placed 2nd in district. An area for growth is 4th grade math.

Our growth in 5th grade STAAR math achievement was another celebration! Overall our math achievement stayed pretty consistent across all grade levels; vertical alignment has been strong in these grade levels.

MAP Growth Data Winter 24- Spring 25

	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	57	55	68	70	72	73	70	75
Math	40	32	60	61	72	70	69	69

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.

Student Learning Strengths

Our students have shown growth this year, particularly in reading progress at the Kindergarten and 1st grade levels. By focusing on routine, systematic

phonics instruction through the UFLI foundations program most students who were expected to meet end-of-year growth targets successfully reached them. Students are not only learning phonics rules and blending sounds but are also transferring this knowledge to new situations, which is directly supporting both their reading and writing development. In addition, we saw a significant increase in the percentage of students achieving *Meets* and *Masters* on the Reading and Math STAAR assessments. The majority of our students are also performing at or above the 70th percentile on Reading MAP, reflecting strong overall academic achievement.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): While overall reading and math achievement remains strong, data indicates that growth within all grade levels presents an opportunity for improvement.
Root Cause: While our students are achieving at or above expected levels, they are not consistently making the year-to-year growth in reading and math needed to demonstrate accelerated progress. This gap is primarily due to the need for more targeted instructional strategies, consistent progress monitoring, and timely interventions that challenge students at all levels of proficiency.

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 goals. 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 seven 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 third 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.
- 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 are embedded into 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.
- All in Learning will be utilized to help teachers collect data on formative assessments as well as provide on-time feedback for students.
- Our OHI data strengths were Optimal Power Equalization and Interdependence; we have an opportunity to grow in problem solving adequacy.
- Student-Led Clubs-At Granger, we believe it’s important for students to have a voice and choice in their school experience. One way we encourage this is through student-led clubs. These clubs give students the opportunity to explore an interest or hobby, share it with others, and take ownership of their learning outside of the classroom.

School Processes & Programs Strengths

Collaborative and Supportive Culture

- OHI survey shows staff feel well informed about decisions and supported by leadership.
- Strong interdepartmental cooperation across the campus.

- Clearly defined roles help staff understand responsibilities and expectations.
- Teacher leaders are empowered to guide their teams and influence peers in similar roles.
- Low teacher turnover rate sustains culture and builds capacity in both staff and students.

Instructional Support and Alignment

- Learning walks focus on alignment of learning targets across grade levels.
- Teachers are supported by instructional coaches, ensuring ongoing professional growth.

Parent and Community Engagement

- Strong volunteer base averaging 10,000 volunteer hours annually.
- Recipient of *NISD Volunteer Campus of the Year* award for the second year in a row.
- Parents feel welcome and are given opportunities to celebrate their children's successes.
- Ongoing development of opportunities for parents to serve on campus.

Character Education and Student Recognition

- Re-designated *National School of Character*.
- Recognized as a *2024-2025 Promising Practice* recipient for the *Kids with Character Challenge Coin* program.
- Weekly character lessons and consistent morning meeting structures reinforce values.
- Parent education opportunities support character development at home.
- Wrangler Round Ups each nine weeks recognize students for both academics and character.
- TEPSA Student Leadership Recognition – Our House Council leaders shined during leadership training! Their original theme, *INSPIRE • IGNITE • LEAD!*, and their song *"I Can Show You How to Be a Leader"* (to the tune of Taylor Swift's *Blank Space*) were chosen to represent TEPSA Student Leadership Workshops across Texas this fall.
- 2025 ASCA Student Council School of Excellence Award – A national recognition honoring our student leaders' dedication to service, citizenship, and school spirit.
- 2025 TEPSA Student Leadership Award – Celebrating the impact of our House Council on our school community.
- National PTA School of Excellence – Our amazing Granger PTA was honored for their commitment to strengthening family-school partnerships.
- NISD Robotics Competition Design Award – Our Granger Robotics Team stood out for their creativity, functionality, and teamwork in the Spike Prime Division.
- Spring UIL Competitions – Many of our students placed in events, showcasing their academic dedication and competitive spirit.

Cohesive and Supportive Culture

- Implementing the *Emergent Tree Framework* to ensure a shared understanding of processes and aligned campus operations.
- A dedicated *Emergent Tree Committee* reflects on past implementation, identifies areas for improvement, and adjusts practices for growth.
- Our Counselor will serve in a leadership role on the committee, bringing expertise and guidance to the initiative.

Commitment to Professional Growth

- Staff are dedicated to meeting the diverse needs of all students as well as focusing on growing students in all content areas.
- Professional development is tailored to staff interests and needs, fostering continuous learning and improvement.
- **Focus on Behavior Support and Safety**
    - Building staff capacity through the Emergent Tree and CPI training to effectively de-escalate behaviors through training, coaching, and administrative support.
    - Equipping educators with skills and resources to manage challenging situations with confidence.
    - Creating a safer, more positive learning environment for students by investing in staff development.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Our OHI data says that our area of focus should be problem solving adequacy. This is an organization's ability to perceive problems and solve them with minimal energy.
Root Cause: Organizational Health Inventory data shows that staff demonstrate strong commitment to supporting their immediate teams and excel at working independently. However, there is an opportunity to strengthen engagement and collaboration around school-wide commitments and initiatives.

Perceptions

Perceptions Summary

Perceptions Summary – Granger Elementary

Parent & Community Engagement Strengths

- Active Parent Support: High number of volunteer hours logged each year.
- Multiple Opportunities for Involvement: PTA, WATCH D.O.G.S., Guardians of Goodwill, tutoring, library support, Winter Fest, Turkey Trot, etc.
- Proximity & Accessibility: Small attendance zone ensures families live close to the school and can actively participate.

Character Education & School Culture

- National Recognition: Three-time National School of Character Award recipient; four-time Promising Practice recipient.
- Embedded Practices: Weekly character lessons, morning meeting structures, and parent education sessions on character traits.
- Celebrations of Success: Wrangler Round Up Assemblies recognize students for both academics and character every nine weeks.

Campus Mission & Beliefs

- Student-Centered Focus: "Kids come first" philosophy guides instruction and decision-making.
- Rigorous & Challenging Learning Environment: Encourages personal responsibility, academic excellence, and pride in school/community/world.

Commitments of the Learning Community:

- Active, responsible student participation in learning.
- Strong parent-teacher-student relationships to ensure success.
- Respect and appreciation for individual strengths and differences.
- Development of personal and social responsibility through service.
- Lifelong learning mindset instilled in students.
- Whole-child focus to meet academic, social, and emotional needs.

Student Survey Data – Perceptions of Safety & Bullying

- **Bullying Experiences**:

32.8% (last year) vs. 41% (this year) agree they have been bullied by other students.
25.4% (last year) vs. 48% (this year) report staying home at least once due to bullying.

- **Teacher Response to Bullying**:

69.5% (last year) vs. 63% (this year) agree teachers stop bullying when it happens.

- **Locations Where Bullying Occurs Most**:
    1. Recess
    2. School bus
    3. Cyberbullying (off school grounds)
    4. Cafeteria
    5. Classroom
    6. Gym

- **Overall Student Safety**:

86.3% (last year) vs. 84% (this year) feel safe at school.

Perceptions Strengths

Parent & Community Engagement Strengths

- Active Parent Support: Strong volunteer base averaging 10,000 hours per year.
- Multiple Opportunities for Involvement: PTA, WATCH D.O.G.S., Guardians of Goodwill, tutoring, library support, Winter Fest, Turkey Trot, and other events.
- Proximity & Accessibility: Small attendance zone ensures families live close to the school and can actively participate.
- Positive Parent Feedback: Frequent emails and messages from parents/community praising teachers and students.
- Parent Communication: Families receive weekly emails from classroom teachers, weekly school-wide reminders, and monthly campus newsletters. Strong and positive social media presence keeps families connected.
- Celebrations of Students: Numerous opportunities for parents to attend events and celebrate their children's academic and character achievements.

Character Education & School Culture

- National Recognition: Three-time National School of Character Award recipient; five-time Promising Practice recipient.
- Embedded Practices: Weekly character lessons, morning meeting structures, and parent education sessions on character traits.
- Celebrations of Success: Wrangler Round Up Assemblies recognize students for both academics and character every nine weeks.

Campus Mission & Beliefs

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    - Strong parent-teacher-student relationships to ensure success.
    - Respect and appreciation for individual strengths and differences.
    - Development of personal and social responsibility through service.
    - Lifelong learning mindset instilled in students.
    - Whole-child focus to meet academic, social, and emotional needs.

Staff Strengths

- Stability: Low teacher turnover rate allows consistency, sustained culture, and capacity-building in both staff and students.
- Experienced, Committed Team: Dedicated educators foster long-term relationships with families and provide continuity in instruction.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): The number of behavior referrals increased from the 2023-2024 school year to the 2024-2025 school year. This rise in referrals indicates a growing need to support teachers and students in managing behavior and maintaining a positive and safe learning environment.
Root Cause: The rise in behavior referrals appears to be influenced by several factors, including varied implementation of the behavior framework, limited access to targeted interventions for students with recurring challenges, and a prevailing belief in the need for immediate consequences for misbehavior. These insights highlight an opportunity to strengthen consistency and expand proactive supports.

Problem Statement 2: The percentage of students reporting bullying has increased, and some students are missing school due to these experiences. This trend negatively affects students' sense of safety, well-being, and ability to fully engage in learning.
Root Cause: An increase in reported bullying incidents appears linked to challenges in unstructured environments such as recess, the bus, cafeteria, and gym, where there is more open space and structured peer interactions are limited. Data also indicates a need to strengthen student support in conflict resolution, empathy building, and digital citizenship.

Problem Statement 3: Student attendance needs to 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: While overall reading and math achievement remains strong, data indicates that growth within all grade levels presents an opportunity for improvement.

Root Cause 1: While our students are achieving at or above expected levels, they are not consistently making the year-to-year growth in reading and math needed to demonstrate accelerated progress. This gap is primarily due to the need for more targeted instructional strategies, consistent progress monitoring, and timely interventions that challenge students at all levels of proficiency.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: The number of behavior referrals increased from the 2023-2024 school year to the 2024-2025 school year. This rise in referrals indicates a growing need to support teachers and students in managing behavior and maintaining a positive and safe learning environment.

Root Cause 2: The rise in behavior referrals appears to be influenced by several factors, including varied implementation of the behavior framework, limited access to targeted interventions for students with recurring challenges, and a prevailing belief in the need for immediate consequences for misbehavior. These insights highlight an opportunity to strengthen consistency and expand proactive supports.

Problem Statement 2 Areas: Perceptions

Problem Statement 3: While Granger Elementary celebrates the strength of our diverse student population, we continue to see achievement gaps among our economically disadvantaged students. Meeting the academic needs of these students requires intentional strategies to ensure equitable access to learning opportunities and success for all.

Root Cause 3: Students from economically disadvantaged backgrounds often face barriers that impact their academic performance, including limited access to resources outside of school. Closing these gaps requires additional time, targeted interventions, and consistent support systems to address both academic and non-academic needs.

Problem Statement 3 Areas: Demographics

Problem Statement 4: Our OHI data says that our area of focus should be problem solving adequacy. This is an organization's ability to perceive problems and solve them with minimal energy.

Root Cause 4: Organizational Health Inventory data shows that staff demonstrate strong commitment to supporting their immediate teams and excel at working independently. However, there is an opportunity to strengthen engagement and collaboration around school-wide commitments and initiatives.

Problem Statement 4 Areas: School Processes & Programs

Goals

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

Performance Objective 1: Literacy
1.1 Our students will annually increase literacy proficiency to reach or exceed grade-level standards.

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
Strategy 1: Regularly track student progress to ensure instruction is effective and adjust as needed to meet the individual needs as needed to promote a full year's growth. **Strategy's Expected Result/Impact:** Students will end the year with a year's worth of growth or more in reading. **Staff Responsible for Monitoring:** Teachers, Specialists, and administrators **Problem Statements:** Demographics 1 - Student Learning 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2: Develop targeted and intentional lessons based on data to address students' unique literacy needs. **Strategy's Expected Result/Impact:** Students will end the year with a year's worth of growth or more in reading. **Staff Responsible for Monitoring:** Teachers, Specialists, Administrators, Instructional Coaches **Problem Statements:** Demographics 1 - Student Learning 1				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
Strategy 3: We will partner with academic coaches to analyze student growth data from STAAR, mClass, and MAP to identify specific areas where students need targeted support. **Strategy's Expected Result/Impact:** 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:** Demographics 1 - Student Learning 1				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
Strategy 4: Professional Learning Community meetings bi-weekly to look collaboratively at how to address student needs as reflected by the reading assessment data. We will use district approved, research based resources to support our plans. **Strategy's Expected Result/Impact:** 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:** Demographics 1 - Student Learning 1				

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: While Granger Elementary celebrates the strength of our diverse student population, we continue to see achievement gaps among our economically disadvantaged students. Meeting the academic needs of these students requires intentional strategies to ensure equitable access to learning opportunities and success for all. **Root Cause**: Students from economically disadvantaged backgrounds often face barriers that impact their academic performance, including limited access to resources outside of school. Closing these gaps requires additional time, targeted interventions, and consistent support systems to address both academic and non-academic needs.

Student Learning
Problem Statement 1: While overall reading and math achievement remains strong, data indicates that growth within all grade levels presents an opportunity for improvement. **Root Cause**: While our students are achieving at or above expected levels, they are not consistently making the year-to-year growth in reading and math needed to demonstrate accelerated progress. This gap is primarily due to the need for more targeted instructional strategies, consistent progress monitoring, and timely interventions that challenge students at all levels of proficiency.

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

Performance Objective 2: Academic Progress
1.2 Our students will achieve individualized academic goals to reach a year's growth or more in all content areas.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
Strategy 1: Continue to focus on utilizing the NISD instructional framework with a focus on learning targets, small group instruction, and planning tier one instruction. Teachers will submit monthly progress monitoring reports in Google classroom. **Strategy's Expected Result/Impact:** All students will make growth and 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 1 - Student Learning 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2: Students will set individual goals during conferences. They will monitor their progress, and adjust as needed. Teachers will give relevant and timely feedback to students on a consistent basis to help guide their learning and mastery of goals. **Strategy's Expected Result/Impact:** If teachers give feedback to students consistently to help guide their learning then we will see students make a year's worth of growth in all content areas. **Staff Responsible for Monitoring:** Teachers and Specialists **Problem Statements:** Demographics 1 - Student Learning 1				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
Strategy 3: Partner with academic coaches to conduct in-depth data analysis of students who are not making a year's worth of growth in all content areas. Utilize insights from the Lead4ward Data Series webinars to guide PLC discussions, strengthen teacher training, and provide targeted instructional strategies that support teachers in meeting the individualized academic goals of every student. **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:** Teachers, Specialists, Admin **Problem Statements:** Demographics 1 - Student Learning 1 - School Processes & Programs 1				

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: While Granger Elementary celebrates the strength of our diverse student population, we continue to see achievement gaps among our economically disadvantaged students. Meeting the academic needs of these students requires intentional strategies to ensure equitable access to learning opportunities and success for all. **Root Cause**: Students from economically disadvantaged backgrounds often face barriers that impact their academic performance, including limited access to resources outside of school. Closing these gaps requires additional time, targeted interventions, and consistent support systems to address both academic and non-academic needs.
Student Learning
Problem Statement 1: While overall reading and math achievement remains strong, data indicates that growth within all grade levels presents an opportunity for improvement. **Root Cause**: While our students are achieving at or above expected levels, they are not consistently making the year-to-year growth in reading and math needed to demonstrate accelerated progress. This gap is primarily due to the need for more targeted instructional strategies, consistent progress monitoring, and timely interventions that challenge students at all levels of proficiency.
School Processes & Programs
Problem Statement 1: Our OHI data says that our area of focus should be problem solving adequacy. This is an organization's ability to perceive problems and solve them with minimal energy. **Root Cause**: Organizational Health Inventory data shows that staff demonstrate strong commitment to supporting their immediate teams and excel at working independently. However, there is an opportunity to strengthen engagement and collaboration around school-wide commitments and initiatives.

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			
	Formative			Summative
	Nov	Jan	Mar	May
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. **Strategy's Expected Result/Impact:** 50 % decrease in office referrals. **Staff Responsible for Monitoring:** Admin and staff **Problem Statements:** School Processes & Programs 1 - Perceptions 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2: Review emergent tree feedback data in 100% of monthly OLT meetings and in at least 90% of grade-level PLCs, starting in September, with action steps or celebrations documented in meeting notes. **Strategy's Expected Result/Impact:** Character Development Student responsibility and efficacy Increased self-awareness - students will manage emotions, set and achieve goals, demonstrate empathy for others, establish and maintain positive relationships, and make responsible decisions. **Staff Responsible for Monitoring:** All staff and Administration **Problem Statements:** School Processes & Programs 1 - Perceptions 1				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
Strategy 3: Utilize the emergent tree walkthrough data to identify one campus-wide improvement focus each semester (e.g., increasing positive feedback about safety), and share the plan with staff during staff meetings and through a Smore/ email update. **Strategy's Expected Result/Impact:** Decrease in behavior referrals. Teachers are equipped with additional tools to support student behavior. **Staff Responsible for Monitoring:** Behavior Interventionist, Staff, Admin **Problem Statements:** School Processes & Programs 1 - Perceptions 1				

 No Progress  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 problem solving adequacy. This is an organization's ability to perceive problems and solve them with minimal energy. **Root Cause**: Organizational Health Inventory data shows that staff demonstrate strong commitment to supporting their immediate teams and excel at working independently. However, there is an opportunity to strengthen engagement and collaboration around school-wide commitments and initiatives.
Perceptions
Problem Statement 1: The number of behavior referrals increased from the 2023-2024 school year to the 2024-2025 school year. This rise in referrals indicates a growing need to support teachers and students in managing behavior and maintaining a positive and safe learning environment. **Root Cause**: The rise in behavior referrals appears to be influenced by several factors, including varied implementation of the behavior framework, limited access to targeted interventions for students with recurring challenges, and a prevailing belief in the need for immediate consequences for misbehavior. These insights highlight an opportunity to strengthen consistency and expand proactive supports.

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			
	Formative			Summative
	Nov	Jan	Mar	May
Strategy 1: Each month staff will receive a calendar with fun celebrations and acknowledgements. It gives staff something to look forward to each week and creates a sense of cohesiveness. **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				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2: Continue to create a culture of belonging and professional growth by providing mentoring for new teachers, recognition programs that celebrate excellence, and ongoing professional development opportunities that highlight teacher strengths and encourage retention of high-quality staff. **Strategy's Expected Result/Impact:** Providing mentors for new to NISD connects staff with a colleague who can support them on campus. Staff shout outs from peers create a culture of celebration and validation. Staff want to stay when they have a sense of belonging, support, and feel seen. **Staff Responsible for Monitoring:** All staff **Problem Statements:** School Processes & Programs 1				

No Progress 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 problem solving adequacy. This is an organization's ability to perceive problems and solve them with minimal energy. **Root Cause**: Organizational Health Inventory data shows that staff demonstrate strong commitment to supporting their immediate teams and excel at working independently. However, there is an opportunity to strengthen engagement and collaboration around school-wide commitments and initiatives.

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			
	Formative			Summative
	Nov	Jan	Mar	May
Strategy 1: Teachers at Granger Elementary will take an active role in their own professional growth by selecting professional development based on individual TTESS goals. Being able to choose their own learning builds self efficacy and results in a positive school culture and climate. In order to promote a culture of collective efficacy, our teachers will lead PD on campus to share their new learning and to help others grow in their own teaching. Teachers also meet in Professional Learning Communities consistently to support and collaborate with all stakeholders. **Strategy's Expected Result/Impact:** This will ensure retention of highly motivated staff members. **Staff Responsible for Monitoring:** Admin and staff **Problem Statements:** School Processes & Programs 1				

No Progress 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 problem solving adequacy. This is an organization's ability to perceive problems and solve them with minimal energy. **Root Cause**: Organizational Health Inventory data shows that staff demonstrate strong commitment to supporting their immediate teams and excel at working independently. However, there is an opportunity to strengthen engagement and collaboration around school-wide commitments and initiatives.

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			
	Formative			Summative
	Nov	Jan	Mar	May
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. **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			
	Formative			Summative
	Nov	Jan	Mar	May
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. **Strategy's Expected Result/Impact:** 50% decrease in office referrals. **Staff Responsible for Monitoring:** Staff and Admin **Problem Statements:** Perceptions 1				

No Progress 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 problem solving adequacy. This is an organization's ability to perceive problems and solve them with minimal energy. **Root Cause**: Organizational Health Inventory data shows that staff demonstrate strong commitment to supporting their immediate teams and excel at working independently. However, there is an opportunity to strengthen engagement and collaboration around school-wide commitments and initiatives.

Perceptions

Problem Statement 1: The number of behavior referrals increased from the 2023-2024 school year to the 2024-2025 school year. This rise in referrals indicates a growing need to support teachers and students in managing behavior and maintaining a positive and safe learning environment. **Root Cause**: The rise in behavior referrals appears to be influenced by several factors, including varied implementation of the behavior framework, limited access to targeted interventions for students with recurring challenges, and a prevailing belief in the need for immediate consequences for misbehavior. These insights highlight an opportunity to strengthen consistency and expand proactive supports.

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			
	Formative			Summative
	Nov	Jan	Mar	May
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. **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:** Student Learning 1 - Perceptions 1				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: While overall reading and math achievement remains strong, data indicates that growth within all grade levels presents an opportunity for improvement. **Root Cause**: While our students are achieving at or above expected levels, they are not consistently making the year-to-year growth in reading and math needed to demonstrate accelerated progress. This gap is primarily due to the need for more targeted instructional strategies, consistent progress monitoring, and timely interventions that challenge students at all levels of proficiency.
Perceptions
Problem Statement 1: The number of behavior referrals increased from the 2023-2024 school year to the 2024-2025 school year. This rise in referrals indicates a growing need to support teachers and students in managing behavior and maintaining a positive and safe learning environment. **Root Cause**: The rise in behavior referrals appears to be influenced by several factors, including varied implementation of the behavior framework, limited access to targeted interventions for students with recurring challenges, and a prevailing belief in the need for immediate consequences for misbehavior. These insights highlight an opportunity to strengthen consistency and expand proactive supports.

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			
	Formative			Summative
	Nov	Jan	Mar	May
Strategy 1: Implement a student-led club initiative that empowers students to design and lead their own clubs. Students will identify their interests, recruit a teacher sponsor, create informational materials, and manage club activities. This process fosters a sense of ownership, encourages acceptance, and strengthens connections among students, staff, families, and the broader community. **Strategy's Expected Result/Impact:** Giving students an opportunity to lead and let their voices be heard keeps them engaged and they feel valued. Our hope is that the student empowerment lowers office referrals. **Staff Responsible for Monitoring:** All staff **Problem Statements:** Perceptions 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2: Provide regular opportunities for staff to share feedback, ideas, and concerns through structured meetings, surveys, and committees. Recognize staff contributions and involve them in decision-making to reinforce their value and voice in the school community. **Problem Statements:** School Processes & Programs 1				

No Progress 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 problem solving adequacy. This is an organization's ability to perceive problems and solve them with minimal energy. **Root Cause**: Organizational Health Inventory data shows that staff demonstrate strong commitment to supporting their immediate teams and excel at working independently. However, there is an opportunity to strengthen engagement and collaboration around school-wide commitments and initiatives.

Perceptions

Problem Statement 1: The number of behavior referrals increased from the 2023-2024 school year to the 2024-2025 school year. This rise in referrals indicates a growing need to support teachers and students in managing behavior and maintaining a positive and safe learning environment. **Root Cause**: The rise in behavior referrals appears to be influenced by several factors, including varied implementation of the behavior framework, limited access to targeted interventions for students with recurring challenges, and a prevailing belief in the need for immediate consequences for misbehavior. These insights highlight an opportunity to strengthen consistency and expand proactive supports.

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			
	Formative			Summative
	Nov	Jan	Mar	May
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. **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. Supports community buy in. **Staff Responsible for Monitoring:** staff and community members **Problem Statements:** Perceptions 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
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. 100% of classroom teachers will integrate a respect-focused discussion during morning meetings at least once per week, with check-ins through lesson plans or a monthly self-report form. **Strategy's Expected Result/Impact:** 50% decrease in office referrals. **Staff Responsible for Monitoring:** Staff and Admin **Problem Statements:** Perceptions 1				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 3 Problem Statements:

Perceptions

Problem Statement 1: The number of behavior referrals increased from the 2023-2024 school year to the 2024-2025 school year. This rise in referrals indicates a growing need to support teachers and students in managing behavior and maintaining a positive and safe learning environment. **Root Cause**: The rise in behavior referrals appears to be influenced by several factors, including varied implementation of the behavior framework, limited access to targeted interventions for students with recurring challenges, and a prevailing belief in the need for immediate consequences for misbehavior. These insights highlight an opportunity to strengthen consistency and expand proactive supports.

Northwest Independent School District

Haslet Elementary

2025-2026 Campus Improvement Plan



Mission Statement

Value Statement

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.

Haslet Elementary School Mission Statement

Working together, faculty, staff and parents will support a high quality education for students in a positive and supportive school environment.

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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
45%	17%	9%	6%	23%	15%	23%	2%	12%	6%	20%	37%	9%	1%

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 economically disadvantaged students are underperforming compared to other populations.
Root Cause: Inconsistent differentiation or scaffolding to meet diverse learning needs within Tier 1 instruction.

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: Differences in district and state expectations with how standards are assessed.

Student Learning

Student Learning Summary

2025 EOY mClass	K	1	2	3
% On/Above Reading Level	89%	86%	71%	64%
% Met Growth Projection	92%	89%	89%	80%

For the 2024–2025 school year, our campus set a goal for 90% of students to demonstrate a year's growth on mClass. We are proud to share that we exceeded this goal in kindergarten and came within 1% in both first and second grade. While third grade fell short of the target at 80%, this can likely be attributed to limited prior exposure to the foundational skills emphasized in mClass instruction. As we move forward, we are encouraged by the progress made and look forward to continued growth in these critical early literacy skills.

STAAR Data	2024 3rd Grade Reading	2025 3rd Grade Reading	2024 4th Grade Reading	2025 4th Grade Reading	2024 5th Grade Reading	2025 5th Grade Reading
% Approaches and higher	78%	86%	91%	87%	89%	90%

Our data shows encouraging growth in 3rd grade, stability in 5th grade, and a small decline in 4th grade that we will target with additional instructional strategies. Moving forward, our focus will be on ensuring strong foundational skills in earlier grades and providing differentiated supports in 4th grade to reverse the downward trend. The upward trajectory in 3rd grade is especially promising, as it reflects the success of our early literacy initiatives and sets students up for long-term success.

Grade Level & Test	2024 3rd Grade Math	2025 3rd Grade Math	2024 4th Grade Math	2025 4th Grade Math	2024 5th Grade Math	2025 5th Grade Math
% Approaches and higher	74%	79%	72%	71%	83%	83%

Math data shows positive growth in 3rd grade and consistency in 5th grade, but highlights 4th grade as an area for focused attention. The gains in 3rd grade suggest that early numeracy instruction and intervention are working, which should provide a strong foundation for future success. Moving forward, our priority will be equipping teachers with strategies to deepen problem-solving, critical thinking, and math discourse in 4th grade, while also continuing to build on the momentum in 3rd grade and the stability in 5th.

MAP Growth Data Spring 24- Spring 25

	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	19	12.5	11	9.8	10	7.6	8
Math	16.9	15	14.9	16	13	11	11.7	14

MAP data reveals that across both reading and math, our students are capable of meeting and even surpassing growth goals. Strengths are evident in **2nd grade reading, 5th grade reading, 3rd grade math, and 5th grade math.** Areas for refinement include **3rd grade reading** and **math in 2nd and 4th grade.** This highlights a need for continued focus on targeted small-group instruction, building stamina in comprehension, and reinforcing problem-solving strategies in math.

Student Learning Strengths

Our student performance data from both **STAAR** and **MAP Growth** demonstrates clear strengths across grade levels, highlighting the impact of our teachers' dedication and students' perseverance.

Reading results reflect strong early literacy instruction and a solid foundation that carries into upper grades.

Math results highlight strong application of problem-solving strategies and effective support in upper-grade math.

Across content areas, students are **showing measurable growth year over year**. Early grades are setting a strong foundation, and upper grades are consistently closing the year strong in both reading and math. Our data points to areas where targeted interventions can lift performance even higher, but the overall trend demonstrates that **Haslet students are learning, growing, and achieving at high levels.**

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): All students are not leaving their grade level at expected proficiency.
Root Cause: Limited differentiation to meet the needs of diverse learners, including advanced, struggling, and special populations.

Problem Statement 2 (Prioritized): Not all students are meeting or exceeding their expected growth.
Root Cause: Students are missing foundational skills, due to gaps in learning.

School Processes & Programs

School Processes & Programs Summary

Campus Leadership & Support Systems

Haslet thrives through the collective efficacy of our teams, working together to ensure students, staff, and families are supported academically, socially, and emotionally.

Instructional Leadership Team (ILT):
The ILT evaluates and monitors campus-wide data, analyzes achievement gaps, and serves as instructional leaders for each grade level and team. Together, they make decisions that directly support student and teacher growth. Our ILT members bring diverse expertise from general education, special education, gifted and talented, fine arts, library, and counseling, allowing for broad collaboration and strong instructional leadership.

Operational Leadership Team (OLT):
The OLT focuses on procedures, safety, and campus culture. Together, this team identifies needs and makes decisions to improve systems and strengthen connections among students, staff, families, and the wider community.

Professional Learning Communities (PLCs):
Grade-level and vertical PLCs meet twice monthly to review data, collaborate on curriculum, and make instructional adjustments to best meet the needs of students.

Student Leadership Crew:
Our Student Leadership Crew actively supports daily school operations before and after school, provides peer assistance, and shares feedback that informs campus decision-making.

Committees:
We engage teacher-led committees to enhance campus culture, increase opportunities for students, and build community connections.

- **Behavior Framework Committee** – plans, models, and monitors our Behavior Framework and SEL practices.
- **Spirit Committee** – celebrates student achievement and growth, recognizes diversity, builds campus culture, and welcomes new families.
- **Sunshine Committee** – fosters a positive staff culture and ensures all staff feel valued and supported.
- **Student Leadership Committee** – empowers students to take on leadership roles throughout the school.
- **Small Group/Goal Setting Committee -** Reflects on student data and processes throughout the year.

Specialized Student Supports:

- **MTSS Interventionist (1 full time)** – serves our At-Risk students.
- **EB Specialist (1 part time)** – supports our Emergent Bilingual students.
- **GATES Teacher (1 part time)** – serves our Gifted and Talented students.
- **Reading Interventionists (3 full time, MTA trained)** – support students identified with dyslexia.
- **Special Education Teachers (6 full time) & Paraprofessionals (8)** – provide specialized support and instruction, including our SLC and SEAC classrooms.

- **Pre-Kindergarten (3 classrooms)** – laying strong academic and social foundations for our youngest learners.

Counseling & SEL Supports:
Our counselor facilitates weekly small-group SEL sessions, provides monthly whole-class guidance lessons, and equips teachers with Morning Meeting content that is implemented campus-wide. This ensures consistent support for student well-being and a strong culture of care across Haslet.

School Processes & Programs Strengths

- Ultimate book challenge, art club, running club, Choir, Instrument clubs, UIL, and DI have always had great participation.
- 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 Elementary: Campus Culture and Climate

Haslet Elementary is a safe and welcoming environment where families feel connected and supported. Instruction is student-driven, designed to meet students' academic needs as well as their personal interests. According to the most recent parent survey, communication remains a campus strength. This strength has directly contributed to the development of a strong sense of community and partnership. School events consistently demonstrate high family attendance, and input from families and staff is actively sought to support collaborative decision-making.

Student participation in after-school activities and volunteer opportunities is high; however, a small portion of students are unable to participate due to barriers such as parent work schedules and limited transportation. This remains an area for further exploration and support.

Organizational Health Inventory (OHI) data highlights communication (89%) and autonomy (75%) as key strengths. Staff report feeling empowered to carry out their responsibilities and confident in the transparency of communication across the campus. Areas of growth include adaptation (53%) and innovativeness (53%). The campus experienced multiple changes in leadership, staffing, and student population last year, which likely contributed to these scores. Moving forward, the focus will be on strengthening staff capacity to adapt to change, building innovative practices, and maintaining a strong culture of collaboration to support continuous improvement.

Perceptions Strengths

Haslet Elementary's greatest strength is the strong sense of collaboration between families and staff, working together to support the success of all students. This partnership is reflected in the recognition of our PTA, which has achieved the *National PTA School of Excellence* Award.

Campus leadership teams—including the Instructional Leadership Team (ILT), Operational Leadership Team (OLT), and teacher committees—are each focused on targeted goals, yet all decisions are centered around supporting the whole child and ensuring staff effectiveness.

Staff culture is another strength, as our team operates as a family, providing mutual support and fostering a positive work environment.

Additionally, results from the Organizational Health Inventory (OHI) indicate that Haslet Elementary has a strong and healthy organizational culture, reinforcing the effectiveness of our systems and the collaborative efforts of our school community.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): According to our recent OHI survey, our staff needs additional support in adapting to the changing needs of our students.
Root Cause: Ensuring processes are in place to lower stressors of our continuously growing classrooms.

Priority Problem Statements

Problem Statement 1: Our economically disadvantaged students are underperforming compared to other populations.
Root Cause 1: Inconsistent differentiation or scaffolding to meet diverse learning needs within Tier 1 instruction.
Problem Statement 1 Areas: Demographics

Problem Statement 2: All students are not leaving their grade level at expected proficiency.
Root Cause 2: Limited differentiation to meet the needs of diverse learners, including advanced, struggling, and special populations.
Problem Statement 2 Areas: Student Learning

Problem Statement 3: Not all students are meeting or exceeding their expected growth.
Root Cause 3: Students are missing foundational skills, due to gaps in learning.
Problem Statement 3 Areas: Student Learning

Problem Statement 4: Some students struggle with owning their academic and social-emotional, and behavioral learning.
Root Cause 4: Rapid growth and changes in our campus population, has brought students with more diverse needs (not just academics).
Problem Statement 4 Areas: School Processes & Programs

Problem Statement 5: 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 5: Differences in district and state expectations with how standards are assessed.
Problem Statement 5 Areas: Demographics

Problem Statement 6: According to our recent OHI survey, our staff needs additional support in adapting to the changing needs of our students.
Root Cause 6: Ensuring processes are in place to lower stressors of our continuously growing classrooms.
Problem Statement 6 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
MAP
CLI Assessments
Running Records
Student Goal Trackers

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
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. **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:** Demographics 1 - Student Learning 1, 2 - School Processes & Programs 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2: PK students will be monitored during CLI assessments BOY, MOY, EOY. 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. **Strategy's Expected Result/Impact:** 80% of PK students will be on/above grade level on the CLI vocabulary assessment and maintain 90% or higher on all other CLI assessment areas. 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 1, 2 - Student Learning 1, 2 - School Processes & Programs 1				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
Strategy 3: Grades 2-5, MAP administered 3 times per year. Utilizing MAP 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 1, 2 - Student Learning 1, 2 - School Processes & Programs 1				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 1: Our economically disadvantaged students are underperforming compared to other populations. **Root Cause**: Inconsistent differentiation or scaffolding to meet diverse learning needs within Tier 1 instruction.

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**: Differences in district and state expectations with how standards are assessed.

Student Learning

Problem Statement 1: All students are not leaving their grade level at expected proficiency. **Root Cause**: Limited differentiation to meet the needs of diverse learners, including advanced, struggling, and special populations.

Problem Statement 2: Not all students are meeting or exceeding their expected growth. **Root Cause**: Students are missing foundational skills, due to gaps in learning.

School Processes & Programs

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

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

Performance Objective 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			
	Formative			Summative
	Nov	Jan	Mar	May
Strategy 1: Small group instruction is expected in math and reading for all classroom teachers. Common formative assessments will be utilized to guide instruction for small groups. 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. **Strategy's Expected Result/Impact:** 100% of classrooms will utilize common formative assessments to guide small group instruction in Reading and Math. Students will meet or exceed their expected year's growth. **Staff Responsible for Monitoring:** Teachers Haslet Admin **Problem Statements:** Demographics 1, 2 - Student Learning 1, 2 - School Processes & Programs 1 - Perceptions 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2: Students will set goals and have a method for tracking progress. Student goals are updated quarterly or after district wide assessments. Students will utilize the learning targets to reflect on their learning. **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. 100% of teams will show growth on our Learning Target line of progression. **Staff Responsible for Monitoring:** Teachers Haslet Administration **Problem Statements:** Demographics 1, 2 - Student Learning 1, 2 - School Processes & Programs 1 - Perceptions 1				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
Strategy 3: 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. Backward design will be utilized to drive instruction. **Strategy's Expected Result/Impact:** Kindergarten & First Grade math diagnostic tasks will increase by 3%. Areas at 100% will maintain growth. 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 1 - Student Learning 1, 2 - School Processes & Programs 1 - Perceptions 1				

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: Our economically disadvantaged students are underperforming compared to other populations. **Root Cause**: Inconsistent differentiation or scaffolding to meet diverse learning needs within Tier 1 instruction.
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**: Differences in district and state expectations with how standards are assessed.
Student Learning
Problem Statement 1: All students are not leaving their grade level at expected proficiency. **Root Cause**: Limited differentiation to meet the needs of diverse learners, including advanced, struggling, and special populations.
Problem Statement 2: Not all students are meeting or exceeding their expected growth. **Root Cause**: Students are missing foundational skills, due to gaps in learning.
School Processes & Programs
Problem Statement 1: Some students struggle with owning their academic and social-emotional, and behavioral learning. **Root Cause**: Rapid growth and changes in our campus population, has brought students with more diverse needs (not just academics).
Perceptions
Problem Statement 1: According to our recent OHI survey, our staff needs additional support in adapting to the changing needs of our students. **Root Cause**: Ensuring processes are in place to lower stressors of our continuously growing 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: Monitoring of dates CTE videos are utilized.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
Strategy 1: 100% of K-5 classrooms will utilize the CTE videos to help students gain an awareness of the opportunities they will have when they enter MS **Strategy's Expected Result/Impact:** Students will gain skills so that they are becoming life ready. **Staff Responsible for Monitoring:** Administration **Problem Statements:** School Processes & Programs 1				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 3 Problem Statements:

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

Goal 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			
	Formative			Summative
	Nov	Jan	Mar	May
Strategy 1: Recognize and celebrate the positive impact of our staff and students via social media, weekly newsletters, walkthroughs, and TMG (staff shout outs). **Strategy's Expected Result/Impact:** Positive campus culture and staff retention **Staff Responsible for Monitoring:** ILT OLT Sunshine Committee Haslet Admin **Problem Statements:** Perceptions 1				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Perceptions
Problem Statement 1: According to our recent OHI survey, our staff needs additional support in adapting to the changing needs of our students. **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			
	Formative			Summative
	Nov	Jan	Mar	May
Strategy 1: Quarterly data meetings with gen. ed, GT, and Special Education teachers to monitor, support, and celebrate student growth. Through collaboration, teachers will positively impact student growth. **Strategy's Expected Result/Impact:** All staff will feel more supported and equipped to make decisions regarding student instruction. **Staff Responsible for Monitoring:** Haslet Admin ILT MTSS Interventionist Sped team lead GT Teacher ELA & Math coaches **Problem Statements:** Demographics 1, 2 - Student Learning 1, 2 - Perceptions 1				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: Our economically disadvantaged students are underperforming compared to other populations. **Root Cause**: Inconsistent differentiation or scaffolding to meet diverse learning needs within Tier 1 instruction.
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**: Differences in district and state expectations with how standards are assessed.
Student Learning
Problem Statement 1: All students are not leaving their grade level at expected proficiency. **Root Cause**: Limited differentiation to meet the needs of diverse learners, including advanced, struggling, and special populations.
Problem Statement 2: Not all students are meeting or exceeding their expected growth. **Root Cause**: Students are missing foundational skills, due to gaps in learning.

Perceptions

Problem Statement 1: According to our recent OHI survey, our staff needs additional support in adapting to the changing needs of our students. **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			
	Formative			Summative
	Nov	Jan	Mar	May
Strategy 1: Provide teachers with additional PLC/planning time each quarter to allow for collaboration, professional learning, and small group planning. **Strategy's Expected Result/Impact:** Staff will feel more supported and valued as educators. **Staff Responsible for Monitoring:** ILT Haslet Admin **Problem Statements:** Demographics 1, 2 - Student Learning 1, 2 - School Processes & Programs 1 - Perceptions 1				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 1: Our economically disadvantaged students are underperforming compared to other populations. **Root Cause**: Inconsistent differentiation or scaffolding to meet diverse learning needs within Tier 1 instruction.
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**: Differences in district and state expectations with how standards are assessed.
Student Learning
Problem Statement 1: All students are not leaving their grade level at expected proficiency. **Root Cause**: Limited differentiation to meet the needs of diverse learners, including advanced, struggling, and special populations.
Problem Statement 2: Not all students are meeting or exceeding their expected growth. **Root Cause**: Students are missing foundational skills, due to gaps in learning.
School Processes & Programs
Problem Statement 1: Some students struggle with owning their academic and social-emotional, and behavioral learning. **Root Cause**: Rapid growth and changes in our campus population, has brought students with more diverse needs (not just academics).

Perceptions

Problem Statement 1: According to our recent OHI survey, our staff needs additional support in adapting to the changing needs of our students. **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			
	Formative			Summative
	Nov	Jan	Mar	May
Strategy 1: Collaborate and partner with PTA to implement WatchDOG program and to plan engaging events for our families. **Strategy's Expected Result/Impact:** Increased community partnership. **Staff Responsible for Monitoring:** Haslet Admin **Problem Statements:** Demographics 1 - School Processes & Programs 1				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Our economically disadvantaged students are underperforming compared to other populations. **Root Cause**: Inconsistent differentiation or scaffolding to meet diverse learning needs within Tier 1 instruction.

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

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

Performance Objective 2: Culture
3.2 Northwest ISD will model and instill a culture of belonging where all students, staff, families, and community voices are heard and valued.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
Strategy 1: 100% of teachers will use a developed strategy to track and calculate how often we are recognizing students for being respectful. **Strategy's Expected Result/Impact:** Students will gain skills so that they are becoming life ready. **Staff Responsible for Monitoring:** Behavior Framework Committee Classroom teachers Administration **Problem Statements:** School Processes & Programs 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2: 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. **Strategy's Expected Result/Impact:** Our school wide feedback board will be filled 5 times in the 25-26 school year. **Staff Responsible for Monitoring:** Teachers CORE Committee Haslet Admin **Problem Statements:** School Processes & Programs 1 - Perceptions 1				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

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

Perceptions
Problem Statement 1: According to our recent OHI survey, our staff needs additional support in adapting to the changing needs of our students. **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 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			
	Formative			Summative
	Nov	Jan	Mar	May
Strategy 1: Develop and implement a system to clearly communicate campus goals and progress with all stakeholders (students, staff, families, and community) through newsletters, campus displays, and digital platforms to ensure shared understanding and collective ownership of student success and well-being. **Strategy's Expected Result/Impact:** Strengthen collective accountability and engagement. **Staff Responsible for Monitoring:** Haslet Admin **Problem Statements:** School Processes & Programs 1 - Perceptions 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2: Provide learning opportunities and resources for families that will strengthen and support our Core Values and academics at home. **Strategy's Expected Result/Impact:** Increased student academic achievement and well-being **Staff Responsible for Monitoring:** Counselor Haslet Admin **Problem Statements:** Demographics 2 - School Processes & Programs 1 - Perceptions 1				

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 3 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**: Differences in district and state expectations with how standards are assessed.
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).
Perceptions
Problem Statement 1: According to our recent OHI survey, our staff needs additional support in adapting to the changing needs of our students. **Root Cause**: Ensuring processes are in place to lower stressors of our continuously growing classrooms.

Northwest Independent School District

Hatfield Elementary School

2025-2026 Campus Improvement Plan



Value Statement

Kids come first.

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

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

Learning is influenced by environment.

Northwest ISD Vision

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

Northwest ISD Mission

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

W.R. Hatfield Elementary School Vision

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

W.R. Hatfield Elementary School Mission

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

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Demographic Section:

White	Hispanic	African American	2 or More Races	Asian	Economically Disadvantaged	Special Education	504	Dyslexia	GT	EB	At-Risk	MTSS	Homeless
35 %	28 %	`18 %	7 %	11 %	28 %	30 %	2 %	8 %	6 %	22 %	45 %	%	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: With our community demographics continuing to change, Hatfield Elementary must be prepared to respond to the needs of a wide array of diverse learners.
Root Cause: The communities Hatfield serves are attracting families of diverse backgrounds, ethnicities, and economic circumstances.

Student Learning

Student Learning Summary

Student Learning Section:

2025 EOY mClass	K	1	2	3	4	5
% On/Above Reading Level	68 %	58 %	56 %	%	%	%
% Met Growth Projection	78 %	76 %	78 %	%	%	%

While Hatfield students in kindergarten through second grade showed substantial reading growth - more than 75% of students met their growth projection - more than 30% of kindergartners and more than 40% of first and second graders are not reading on level. Compared to other schools in our district, Hatfield generally achieves in the middle of the pack, right at the district average.

STAAR Data	2024 3rd Grade Reading	2025 3rd Grade Reading	2024 4th Grade Reading	2025 4th Grade Reading	2024 5th Grade Reading	2025 5th Grade Reading
% Approaches and higher	71 %	81 %	87 %	84 %	89 %	80 %

Grade Level & Test	2024 3rd Grade Math	2025 3rd Grade Math	2024 4th Grade Math	2025 4th Grade Math	2024 5th Grade Math	2025 5th Grade Math
% Approaches and higher	72 %	71 %	63 %	68 %	85 %	78 %

MAP Growth Data Spring 24- Spring 25

	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	13	19	10	11	6	7	5	5
Math	16	18	17	15	14	13	11	10

Student Learning Strengths

All four MAP-tested grade levels met or exceeded their expected growth on the Reading assessment. Second graders outpaced their expected growth in Reading by nearly 50% and also exceeded expected growth in Math.

As a cohort, Hatfield's fourth graders made significant progress in STAAR Reading, improving from a 71% approaches or higher rate to 84% as fourth graders. Similarly, Hatfield

fifth graders improved their overall STAAR Math performance from 63% approaches or higher to 78%.

Compared to other schools in our district, Hatfield generally achieves in the middle of the pack, right at the district average.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): High quality Tier 2 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: 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 2 (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 generally performing at or below the district average on reading and writing assessments. Additionally, the percentage of students who achieve "Masters" performance on the STAAR reading assessment lags our peers.
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

Hatfield provides intervention support for struggling readers. All students utilize 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): High quality Tier 2 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: 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.

Perceptions

Perceptions Summary

Staff Surveys: Hatfield's spring 2025 OHI results indicate the campus has made significant gains in the areas of Goal Focus and Adaptation.

Family Surveys: The spring 2025 family survey results indicate a vast majority of respondents (90%+) are satisfied with the amount and quality of communication they receive, the quality of the educational program, and the overall student experience at Hatfield.

Student Surveys: The spring 2025 student survey indicates a vast majority of respondents in grades 3-5 (90%+) are happy to be at school most of the time and feel teachers are kind and responsive to their needs. However, more than 50% of respondents report that students do not treat each other with respect.

Volunteer Involvement: Hatfield is blessed with an engaged, active PTA that sponsors many school and community events throughout the year. Additionally, we have a committed core group of 5-10 volunteers who assist in the school in various ways.

Perceptions Strengths

Hatfield enjoys strong family and community support.

Hatfield students are generally happy at school and enjoy their teachers.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): An increased percentage of Hatfield 3rd - 5th graders reports that students do not treat each other with respect, particularly those that are "different from themselves."
Root Cause: Hatfield students are being exposed to a widening diversity of classmates. We must help students understand and respect each others' differences.

Priority Problem Statements

Problem Statement 1: High quality Tier 2 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 1: 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 1 Areas: Student Learning

Problem Statement 2: 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 generally performing at or below the district average on reading and writing assessments. Additionally, the percentage of students who achieve "Masters" performance on the STAAR reading assessment lags our peers.

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: High quality Tier 2 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 3: 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 Areas: School Processes & Programs

Problem Statement 4: An increased percentage of Hatfield 3rd - 5th graders reports that students do not treat each other with respect, particularly those that are "different from themselves."

Root Cause 4: Hatfield students are being exposed to a widening diversity of classmates. We must help students understand and respect each others' differences.

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			
	Formative			Summative
	Nov	Jan	Mar	May
Strategy 1: Hatfield will intentionally focus on lifting the quality of student writing by supporting teachers with targeted professional development and designing a common set of campus core beliefs related to literacy. **Strategy's Expected Result/Impact:** Hatfield will see 80% of students score 3 or higher on STAAR Extended Constructed Response items. **Staff Responsible for Monitoring:** Principal, Assistant Principal **Problem Statements:** Student Learning 2				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2: Each student in Tier 2 and Tier 3 will be progress monitored once each month **Strategy's Expected Result/Impact:** Hatfield will experience an increase in the percentage of 4th and 5th grade students achieving Approaches, Meets, and Masters levels on the Reading STAAR. **Staff Responsible for Monitoring:** Principal, Assistant Principal **Problem Statements:** Student Learning 1				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
Strategy 3: Design intervention time to include enrichment for higher achieving students and support for Tier 2 students **Strategy's Expected Result/Impact:** Hatfield will experience an increase in the percentage of K-2 reading on grade level or above. **Staff Responsible for Monitoring:** Principal, Assistant Principal **Problem Statements:** Student Learning 1, 2				

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: High quality Tier 2 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**: 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 2: 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 generally performing at or below the district average on reading and writing assessments. Additionally, the percentage of students who achieve "Masters" performance on the STAAR reading assessment lags our peers. **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.

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

Performance Objective 2: Academic Progress
1.2 Our students will achieve individualized academic goals to reach a year's growth or more in all content areas.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
Strategy 1: Hatfield will design intervention time to include enrichment for higher achieving students and support for Tier 2 students **Strategy's Expected Result/Impact:** 50% of Hatfield 2nd-5th graders will meet or exceed their expected growth measure on the EOY MAP Reading assessment. 57% of Hatfield 2nd-5th graders will meet or exceed their expected growth measure on the EOY MAP Math assessment. **Staff Responsible for Monitoring:** Principal, Assistant Principal **Problem Statements:** Student Learning 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2: Hatfield will continue its journey toward the consistent use of meaningful Learning Targets, with an emphasis on the Student Success Criteria., allowing students to understand their learning goals and to monitor their progress. **Strategy's Expected Result/Impact:** 50% of Hatfield 2nd-5th graders will meet or exceed their expected growth measure on the EOY MAP Reading assessment. 57% of Hatfield 2nd-5th graders will meet or exceed their expected growth measure on the EOY MAP Math assessment. **Staff Responsible for Monitoring:** Principal, Assistant Principal **Problem Statements:** Student Learning 1				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
Strategy 3: Hatfield will increase opportunities for students to be involved in all-school reading initiatives by introducing the 40-Book Challenge and a Two Grades/One Book program. **Strategy's Expected Result/Impact:** 50% of Hatfield 2nd-5th graders will meet or exceed their expected growth measure on the EOY MAP Reading assessment. **Staff Responsible for Monitoring:** Principal, Assistant Principal				

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 1: High quality Tier 2 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**: 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.

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

Performance Objective 3: College, Career, Military & Life Readiness
1.3 Our students will graduate life ready and prepared for success in career, college, or military service.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
Strategy 1: All K-5 classrooms will utilize the CTE videos. **Strategy's Expected Result/Impact:** An increased awareness among, particularly, 4th and 5th grade students of the opportunities they will have when they enter middle school. **Staff Responsible for Monitoring:** Counselor				

 No Progress  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			
	Formative			Summative
	Nov	Jan	Mar	May
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. **Strategy's Expected Result/Impact:** Improved OHI and internal survey results. **Staff Responsible for Monitoring:** Principal, Assistant Principal				

No Progress 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
	Nov	Jan	Mar	May
Strategy 1: Hatfield will continue to refine its Professional Growth Network program, which provides teachers opportunities to meet in cross-grade level teams to discuss campus and professional issues. **Strategy's Expected Result/Impact:** Hatfield will continue to see improved results on the OHI assessment. **Staff Responsible for Monitoring:** Principal, Assistant Principal				

 No Progress  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			
	Formative			Summative
	Nov	Jan	Mar	May
Strategy 1: Hatfield will increase the number of teachers to be involved in curriculum writing, leadership pathways, and various campus-based committees such as Behavior Support Framework. **Strategy's Expected Result/Impact:** Hatfield will continue to see improved results on the OHI assessment and staff surveys.				

No Progress 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			
	Formative			Summative
	Nov	Jan	Mar	May
Strategy 1: Hatfield will continue to develop & refine its WatchDOG program to encourage more male role models to volunteer on campus. **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:** Principal, Assistant Principal, Counselor				

No Progress 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			
	Formative			Summative
	Nov	Jan	Mar	May
Strategy 1: Hatfield will continue to refine its implementation of the Behavior Support Framework, with a focus on campuswide fidelity to Tier 1 supports for teachers and students. **Strategy's Expected Result/Impact:** Reduced office referrals. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Counselor **Problem Statements:** Perceptions 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2: Hatfield will continue to monitor student attendance, specifically targeting students who are chronically absent. We will work closely with families to develop attendance improvement strategies. **Strategy's Expected Result/Impact:** Improved attendance rate. **Staff Responsible for Monitoring:** Assistant Principal				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Perceptions
Problem Statement 1: An increased percentage of Hatfield 3rd - 5th graders reports that students do not treat each other with respect, particularly those that are "different from themselves." **Root Cause**: Hatfield students are being exposed to a widening diversity of classmates. We must help students understand and respect each others' differences.

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			
	Formative			Summative
	Nov	Jan	Mar	May
Strategy 1: Hatfield will strengthen students' sense of belonging and connection by: 1) explicitly teaching and reinforcing respectful behavior during Morning Meetings and assemblies 2) recognizing positive interactions during assemblies and on recorded announcements from the principal and assistant principal 3) providing opportunities for students to practice and reflect on social skills during Bigs/Littles events **Strategy's Expected Result/Impact:** Improved results on spring student survey. **Staff Responsible for Monitoring:** Counselor **Problem Statements:** Perceptions 1				

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 3 Problem Statements:

Perceptions
Problem Statement 1: An increased percentage of Hatfield 3rd - 5th graders reports that students do not treat each other with respect, particularly those that are "different from themselves." **Root Cause**: Hatfield students are being exposed to a widening diversity of classmates. We must help students understand and respect each others' differences.

Northwest Independent School District

Hughes Elementary School

2025-2026 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.

Value Statement

Kids come first.

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

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

Learning is influenced by environment.

Northwest ISD Vision

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

Northwest ISD Mission

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

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Comprehensive Needs Assessment

Demographics

Demographics Summary

25-26 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
40%	29%	20%	7%	7%	46%	23%	6%	8%	6%	12%	39%	13%	3

Hughes opened in 2005. Last year, we served around 672 students and this year we currently have 663 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 few 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 46% Economically Disadvantaged and continue to hold Title 1 status this year.

We have Honors Choir and Ukulele Club. We have a student led Coffee Bean Club and started a Family Chess Cafe. We have a Hughes Broadcast team, multiple UIL teams, a Destination Imagination team, and an award winning Student Leadership team that supports the campus in a variety of ways. Our Leadership Team also runs a coffee shop called Hughes Brews.

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 and 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.

This year, due to retirement we hired 3 new teaching staff. We have hired 1 4th ELAR teacher and 2 Sped Resource Teachers. Due to moves, we are also hiring a Sped Resource Para and growth is allowing us to hire a 3rd ECSE Para. Overall, we have been able to retain staff and keep teams together and consistent. We will also be keeping our CIT and MTSS position as well as 1 1/2 Dyslexia teachers. With the budget changes, we will retain our GT Specialist part-time and share that staff member with another campus.

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. We also have been able to have 100% of our classrooms use brag boards and we had mutliple whole campus celebrations.

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 the Hughes students that need additional levels of support academically, socially, or behaviorally have not been at Hughes longer than 1 year. Hughes has about a 14% mobility rate of families moving to our school mid-year and typically students have not had consistent schooling and typically have academic or behavioral gaps.
Root Cause: Hughes serves 6 apartment complexes and multiple rental properties that contribute to an increased family mobility rate with new families moving in and out of the attendance zone.

Student Learning

Student Learning Summary

24-25 Student Learning Section:

Student Learning Section:

2025 EOY mClass	K	1	2	3
% On/Above Reading Level	72%	78%	60%	69%
% Met Growth Projection	84%	83%	78%	79%

K & 1st had more than 80% campus goal of meeting growth projection 1 year's growth.

2 & 3 had almost 80% meeting growth projection

STAAR Data	2024 3rd Grade Reading	2025 3rd Grade Reading	2024 4th Grade Reading	2025 4th Grade Reading	2024 5th Grade Reading	2025 5th Grade Reading
% Approaches and higher	81%	87%	83%	88%	86%	80%

Grade Level & Test	2024 3rd Grade Math	2025 3rd Grade Math	2024 4th Grade Math	2025 4th Grade Math	2024 5th Grade Math	2025 5th Grade Math
% Approaches and higher	80%	87%	79%	76%	83%	83%

Strong growth STAAR data comparing 2025 results with 2024.

3rd & 4th grade reading improved and 3rd and 5th grade math improved.

MAP Growth Data Spring 24- Spring 25

	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	13	9.5	6	7.5	6
Math	17	18	14.9	17	13	12	11.7	12

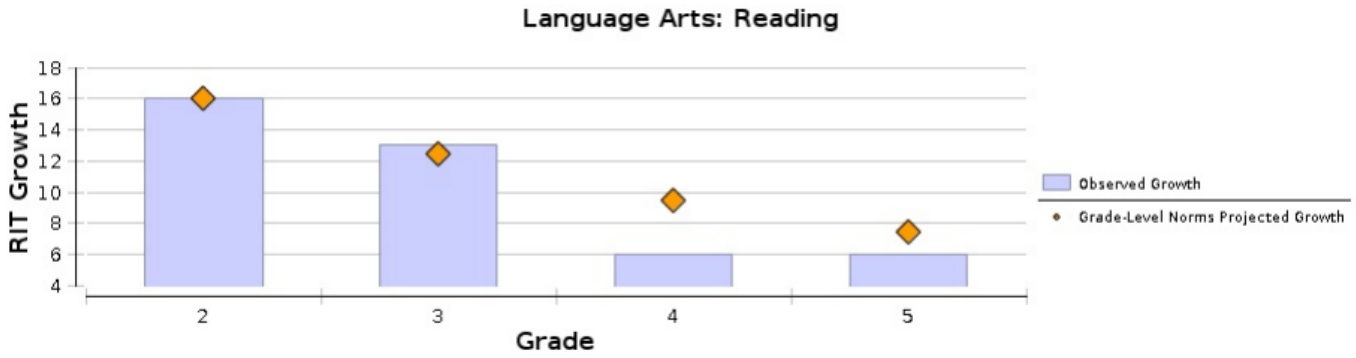
Reading- 2nd and 3rd met expected growth, 4th and 5th did not meet expected growth.

Math- 5th did not meet expected growth, all other exceeded or met expected growth.

J Lyndal Hughes Elementary School

Language Arts:
Reading

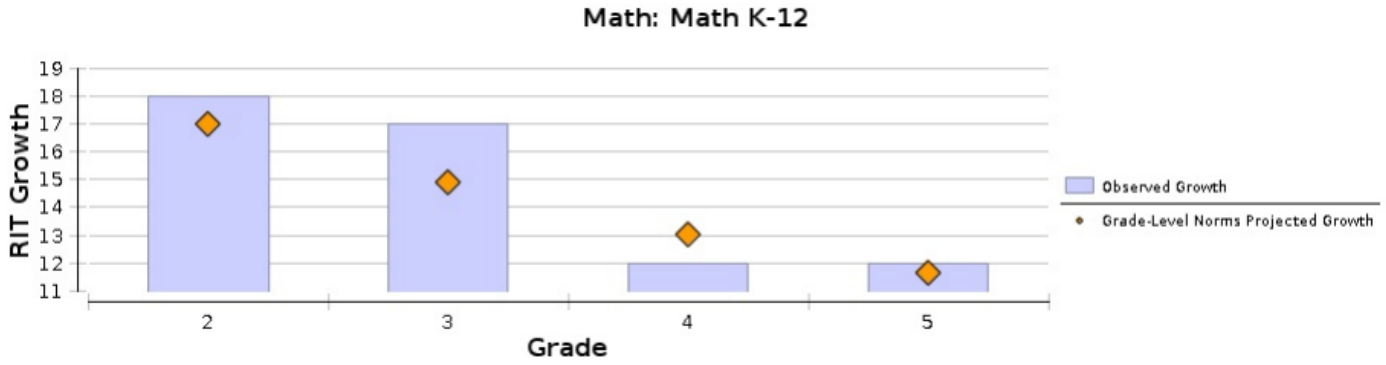
		Comparison Periods								Growth Evaluated Against						
		Fall 2024			Spring 2025			Growth		Grade-Level Norms			Student Norms			
Grade (Spring 2025)	Total Number of Growth Events‡	Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed 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	97	170.7	16.4	57	187.0	15.8	58	16	1.0	16.0	0.11	54	97	52	54	50
3	91	190.0	14.1	79	202.5	13.8	77	13	0.8	12.5	0.00	50	91	49	54	49
4	97	202.6	13.9	86	208.6	14.4	70	6	0.7	9.5	-1.49	7	97	43	44	39
5	100	211.1	13.1	87	216.6	15.4	79	6	0.8	7.5	-0.87	19	100	51	51	50



J Lyndal Hughes Elementary School

Math: Math K-12

		Comparison Periods								Growth Evaluated Against						
		Fall 2024			Spring 2025			Growth		Grade-Level Norms			Student Norms			
Grade (Spring 2025)	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	97	171.1	16.2	41	189.2	14.6	49	18	0.9	17.0	0.43	67	97	58	60	54
3	91	190.6	11.8	77	207.7	11.8	84	17	0.7	14.9	0.91	82	91	64	70	66
4	96	203.4	12.3	80	215.5	14.5	75	12	0.8	13.0	-0.40	34	96	52	54	49
5	101	214.7	12.4	83	226.4	14.2	82	12	0.7	11.7	0.01	50	101	61	60	56



Student Learning Strengths

- Students improved performance in 3rd & 4th Reading, 3rd & 5th Math, and 5th Science on STAAR.
- 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): In historical data, 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 historically do 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: 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: In historical data, 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 historically do not show significant progress for the year even though they are on level.

Root Cause 1: 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 1 Areas: Student Learning

Problem Statement 2: It is typically the same staff and parents that volunteer their time and talents to leading clubs, events, and campus activities.

Root Cause 2: 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 2 Areas: School Processes & Programs

Problem Statement 3: Several of the Hughes students that need additional levels of support academically, socially, or behaviorally have not been at Hughes longer than 1 year. Hughes has about a 14% mobility rate of families moving to our school mid-year and typically students have not had consistent schooling and typically have academic or behavioral gaps.

Root Cause 3: Hughes serves 6 apartment complexes and multiple rental properties that contribute to an increased family mobility rate with new families moving in and out of the attendance zone.

Problem Statement 3 Areas: Demographics

Goals

Revised/Approved: September 8, 2025

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			
	Formative			Summative
	Nov	Jan	Mar	May
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. **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:** 2.51, 2.52, 2.53 **Problem Statements:** Student Learning 1				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: In historical data, 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 historically do 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			
	Formative			Summative
	Nov	Jan	Mar	May
Strategy 1: All teachers will engage in ongoing professional learning on Learning Targets to drive instruction. **Strategy's Expected Result/Impact:** All students will improve their foundational skills in Reading and Writing, make growth, receive intervention/enrichment and increase their scores on MAP, Imagine Math, I ready, and STAAR. Tier II and Tier III intervention and MTSS. **Staff Responsible for Monitoring:** Classroom teachers,CIT, CIS, support staff, special education staff, admin, counselor **Title I:** 2.51, 2.52, 2.53 **Problem Statements:** Student Learning 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2: All teachers in grades 3rd, 4th, & 5th will utilize quick checks to analyze data across the grade level as a formative assessment to inform instructional plans and small group intervention. **Strategy's Expected Result/Impact:** All students will improve their foundational skills in Reading and Writing, make growth, receive intervention/enrichment and increase their scores on MAP, Imagine Math, I ready, and STAAR. Tier II and Tier III intervention and MTSS. **Staff Responsible for Monitoring:** All Staff **Title I:** 2.51, 2.52, 2.53, 2.533				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Student Learning

Problem Statement 1: In historical data, 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 historically do 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 3: College, Career, Military & Life Readiness
1.3 Our students will graduate life ready and prepared for success in career, college, or military service.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
Strategy 1: Hughes elementary students will participate in career informational activities including a career day in the Fall and career exploration lessons in morning meetings in the spring. Fall Career Day focus is "Pathway to your Legacy" where Hughes students will learn from high school and college students about their pathways to success. **Strategy's Expected Result/Impact:** Students will learn more about possible future careers and colleges. **Staff Responsible for Monitoring:** Whole Campus **Title I:** 2.532 **Problem Statements:** Demographics 1				

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 1: Several of the Hughes students that need additional levels of support academically, socially, or behaviorally have not been at Hughes longer than 1 year. Hughes has about a 14% mobility rate of families moving to our school mid-year and typically students have not had consistent schooling and typically have academic or behavioral gaps. **Root Cause**: Hughes serves 6 apartment complexes and multiple rental properties that contribute to an increased family mobility rate with new families moving in and out of the attendance zone.

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			
	Formative			Summative
	Nov	Jan	Mar	May
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. **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:** Student Learning 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
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. **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				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: In historical data, 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 historically do 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 2: Northwest ISD will recruit, value, and retain highly effective staff prepared to meet the individual needs of our students and learning community.

Performance Objective 2: Value
2.2 Northwest ISD will invest in all staff through a culture of support, development, and empowerment to make a positive impact on the learning community.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
Strategy 1: All staff will participate in grade level and team Professional Learning Communities once a month and content planning once a week. Each grade level will have a full day in the Fall and Spring for planning, assessment design, data analysis, and professional development. **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 **Title I:** 2.52 **Problem Statements:** Student Learning 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
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. **Strategy's Expected Result/Impact:** Clear and unified vision and mission. Leadership opportuntiies 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:** Demographics 1				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Demographics

Problem Statement 1: Several of the Hughes students that need additional levels of support academically, socially, or behaviorally have not been at Hughes longer than 1 year. Hughes has about a 14% mobility rate of families moving to our school mid-year and typically students have not had consistent schooling and typically have academic or behavioral gaps. **Root Cause**: Hughes serves 6 apartment complexes and multiple rental properties that contribute to an increased family mobility rate with new families moving in and out of the attendance zone.

Student Learning

Problem Statement 1: In historical data, 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 historically do 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 2: Northwest ISD will recruit, value, and retain highly effective staff prepared to meet the individual needs of our students and learning community.

Performance Objective 3: Retain
2.3 Northwest ISD will retain highly effective staff through meaningful relationships, ongoing support, and professional growth opportunities.

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

No Progress 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			
	Formative			Summative
	Nov	Jan	Mar	May
Strategy 1: Clear communication with all stakeholders will occur through weekly teacher newsletters, monthly principal newsletters, and regular social media posts to build a strong partnership between the school and the home. **Strategy's Expected Result/Impact:** An open and welcome school with engaged families and community support as measured by feedback from family and community surveys **Staff Responsible for Monitoring:** Admin, PTA, Librarian, Social Media Rep, and Counselor **Problem Statements:** School Processes & Programs 1				

No Progress 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			
	Formative			Summative
	Nov	Jan	Mar	May
Strategy 1: Classroom acknowledgement boards will reflect at least 60% of all acknowledgements aligning to the core value of Respect. We will accomplish these goals by providing explicit 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. **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:** Admin and Counselor **Title I:** 2.53, 2.531 **Problem Statements:** Demographics 1				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: Several of the Hughes students that need additional levels of support academically, socially, or behaviorally have not been at Hughes longer than 1 year. Hughes has about a 14% mobility rate of families moving to our school mid-year and typically students have not had consistent schooling and typically have academic or behavioral gaps. **Root Cause**: Hughes serves 6 apartment complexes and multiple rental properties that contribute to an increased family mobility rate with new families moving in and out of the attendance zone.

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			
	Formative			Summative
	Nov	Jan	Mar	May
Strategy 1: Implement the Communities in Schools Program, Watch Dogs, Title 1 Engagement Committee and Parent Engagement Committee to ensure a strong partnership between the school and the home that can successfully support students' needs. **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:** 2.53, 2.531, 2.532, 2.533, 2.535 **Problem Statements:** Demographics 1				

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 1: Several of the Hughes students that need additional levels of support academically, socially, or behaviorally have not been at Hughes longer than 1 year. Hughes has about a 14% mobility rate of families moving to our school mid-year and typically students have not had consistent schooling and typically have academic or behavioral gaps. **Root Cause**: Hughes serves 6 apartment complexes and multiple rental properties that contribute to an increased family mobility rate with new families moving in and out of the attendance zone.

Northwest Independent School District

Justin Elementary School

2025-2026 Campus Improvement Plan

Accountability Rating: Additional Targeted Support (ATS)



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.

Value Statement

Kids come first.

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

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

Learning is influenced by environment.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Demographic Section: BOY 2025 Demographic Data

White	Hispanic	African American	2 or More Races	Asian	Economically Disadvantaged	Special Education	504	Dyslexia	GT	EB	At-Risk	MTSS	Homeless
59.62%	23.76%	5.63%	6.18%	4.53%	25.24%	22.25%	3.71%	7.42%	5.22%	10.3%	27.20%	%	0.14%

Our School Community

Justin Elementary is home to 719 students in grades Early Education through 5th grade. The community we serve reflects the unique diversity of Northwest ISD, bringing together students, families, and staff who are committed to creating a safe, respectful, and responsible learning environment. Our student body is balanced by gender, culturally diverse, and supported by strong academic and social-emotional programs.

Enrollment by Grade

Our student population is distributed fairly evenly across grade levels, with the largest representation in the intermediate grades.

Grade Level	Count	Percent
Early Education	10	1.4%
Pre-Kindergarten	42	5.8%
Kindergarten	108	15.0%
1st Grade	103	14.3%
2nd Grade	113	15.7%
3rd Grade	114	15.9%
4th Grade	112	15.6%
5th Grade	117	16.3%
Total	719	100%

Student Demographics

Our students reflect a broad range of racial and ethnic identities, with a majority identifying as White, followed by Hispanic/Latino, and smaller but significant groups of African American, Asian, and multiracial students.

Category	Count	Percent
Female	346	48.1%
Male	373	51.9%

Race/Ethnicity	Count	Percent
Hispanic/Latino	155	21.6%
White	460	64.0%
Black/African American	41	5.7%
Asian	24	3.3%
American Indian/Alaskan Native	2	0.3%
Native Hawaiian/Pacific Islander	3	0.4%
Two or More Races	34	4.7%

Student Programs & Services

Justin Elementary provides a range of academic and support programs designed to meet diverse student needs.

Program	Count	Percent
Special Education (SPED)	189	26.3%
Section 504	54	7.5%
Gifted & Talented	50	7.0%
Emergent Bilinguals (EB)	67	9.3%
Bilingual/ESL Services	62	8.6%
Dyslexia Services	74	10.3%
Dyslexia Risk Code	211	29.4%
Military-Connected	63	8.8%
Economic Disadvantage	199	27.7%

Special Education Settings

Our special education program serves a wide range of students, with the majority supported through speech and resource services.

Instructional Setting	Count	Percent
Speech Therapy	104	14.1%
Resource Room	124	16.9%

Instructional Setting	Count	Percent
Mainstream Support	18	2.5%
Self-Contained	1	0.1%

Student Indicators

Many students are identified for intervention services and accelerated plans, reflecting the district's focus on targeted support and enrichment.

Indicator	Count	Percent
Intervention Services	214	29.8%
Accelerated Education Plan	71	9.9%
Foster Care	0	0.0%
Migratory	0	0.0%
Homeless/Refugee	0	0.0%

Attendance, Mobility, and Discipline

Attendance and mobility are reported district-wide, but Justin Elementary prioritizes high attendance and student stability. Behavior expectations are grounded in the Jaguar Way—Be Safe, Be Respectful, Be Responsible. Discipline incidents are managed with restorative approaches that build accountability and community.

Staff Profile

Justin Elementary is staffed by a dedicated team of teachers and paraprofessionals who bring a balance of experience, innovation, and collaboration.

- Principal: Dr. Stephen Garretson
- Teacher-student ratios are aligned with district standards to ensure small class sizes and individualized attention.
- Teachers participate in ongoing professional development, PLCs, and mentorship programs, ensuring strong instructional capacity.
- Paraprofessionals are highly qualified, supporting instruction in both general and special education settings.

For the 2025-2026 school year, enrollment has increased with growth in grades 1-4 and a decline in Kindergarten and Fifth. The Hispanic population has grown from 21.6% to 23.8%, while the white population dropped from 64% to 59.6%. All other areas remained fairly stable indicating the campus is becoming more diverse.

Group	2024–2025	2025–2026
White	64.0%	59.6%
Hispanic	21.6%	23.8%

Group	2024–2025	2025–2026
African American	5.7%	5.6%
Asian	3.3%	4.5%
Two or More	4.7%	6.2%
American Indian	0.3%	0.1%
Pacific Islander	0.4%	0.1%

At Justin Elementary, our special populations represent a significant and diverse group of learners. Over the past year, shifts in identification and services have created notable changes across several programs.

In Special Education (SPED), enrollment decreased from 26.3% in 2024–2025 to 22.3% in 2025–2026. This decline may reflect successful exit of students from services, refined evaluation processes, or a shift in how students' needs are being met in general education with targeted supports. While the overall percentage is lower, the program continues to serve nearly one in four students, highlighting the importance of inclusive instructional practices and strong support systems.

Section 504 services also declined, from 7.5% to 3.7%, representing a significant reduction. This shift suggests more careful distinction between 504 supports and other intervention programs. Similarly, students identified with dyslexia decreased from 10.3% to 7.4%, while dyslexia risk and monitoring remain priorities through targeted early intervention and literacy support.

The Gifted and Talented (GT) program serves a smaller percentage of students in 2025–2026, decreasing from 7.0% to 5.2%. While the number of identified students is lower, the program continues to provide rigorous enrichment and acceleration opportunities for those with advanced learning needs.

Our Emergent Bilingual (EB) population shifted slightly, from 9.3% in 2024–2025 to about 11% in 2025–2026 when accounting for active EB, ESL, LEP, and monitored students. This demonstrates continued growth in linguistic diversity, with students supported through ESL services and monitoring to ensure academic success in English.

Economically disadvantaged students also represent an important part of our population. The percentage decreased slightly, from 27.7% to 25.4%, with 20.9% qualifying for free meals and 4.3% for reduced meals. This small decline suggests slight changes in family income status while still representing a quarter of the student body.

Finally, in 2025–2026, Justin Elementary identified a small number of students under McKinney-Vento (homeless) provisions, representing 0.14% of the total population. This is the first year such identification has appeared, and it underscores the importance of campus and district supports to ensure educational stability for all students.

Demographics Strengths

Justin Elementary's demographics reflect a school community that is balanced, diverse, and responsive to student needs. Enrollment remains strong with 728 students in 2025–2026, showing slight growth from the previous year. The student body is evenly distributed across grade levels, with no single grade disproportionately large or small. This balance provides stability for staffing, instructional planning, and vertical alignment, ensuring students receive consistent learning experiences from early education through fifth grade.

Our gender distribution remains nearly equal, with 52% male and 48% female, creating natural equity in classrooms and allowing for healthy collaboration and peer learning across groups.

One of our most significant strengths is the increasing cultural and linguistic diversity of our student population. While the percentage of White students has declined slightly (from 64% to 59.6%), the Hispanic, Asian, and multiracial populations have grown. This shift enriches the school community by broadening perspectives and fostering cultural awareness. Likewise, the emergent bilingual population remains strong at approximately 11%, with students engaged in ESL services and monitored across multiple years. These students bring bilingual skills that strengthen our school's global readiness.

The campus also demonstrates strength in supporting students through economic and academic stability. The percentage of economically disadvantaged students has declined modestly (from 27.7% to 25.4%), reflecting stability in family resources. In addition, the percentage of students identified as at risk decreased from 29.8% to 27.2%, showing that early interventions and targeted supports are helping more students succeed and reducing the number of children flagged for risk factors.

Our special education program continues to be a cornerstone of the campus, serving nearly one in four students (22.3%). While the percentage of identified students decreased from the previous year, this shift reflects both careful evaluation practices and the successful transition of students out of services when appropriate. Justin Elementary continues to provide robust supports for students with disabilities while emphasizing inclusion and individualized instruction.

Finally, Justin Elementary demonstrates strength in its systems of identification and monitoring. In 2025–2026, the campus recorded its first identified students under McKinney-Vento (homeless) provisions and expanded emergent bilingual monitoring categories, ensuring that no student need goes unnoticed. This proactive approach reflects a culture of responsiveness and equity, where every child's situation is carefully considered in order to provide the right supports.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Justin Elementary has experienced growth in its Special Education population, making it a priority to ensure targeted supports and equitable access that promote consistent academic growth for these students.
Root Cause: The growth of the Special Education population has outpaced current systems for progress monitoring, differentiated instruction, and staff development, leading to inconsistent implementation of supports and achievement gaps.

Problem Statement 2 (Prioritized): Justin Elementary is experiencing growth in its Hispanic and African American student populations, making it a priority to implement culturally responsive practices and supports that close achievement gaps and promote high levels of success.
Root Cause: Instructional practices and professional development have not fully addressed the cultural and linguistic needs of a growing Hispanic and African American student population, limiting opportunities to close achievement gaps and ensure consistent academic growth.

Student Learning

Student Learning Summary

Student Learning Section:

2025 EOY mClass	K	1	2	3
% On/Above Reading Level	78%	74%	70%	64%
% Met Growth Projection	82%	83%	85%	82%

mCLASS Growth Narrative

Kindergarten

In Kindergarten, 82% of students made one year's growth from BOY to EOY, a slight decline from 86% the prior year (-4). Overall composite performance (78%) was slightly below the district average (81%, -3).

- Strengths: Letter Name Fluency (81%, equal to district) and Nonsense Word Fluency–Letter Sounds (75%, just -2 from district).
- Areas of Concern: Phoneme Segmentation Fluency (61%), which trailed the district by 12 percentage points, and Nonsense Word Fluency–Words (71%, -3).

Implication: Kindergarteners are developing foundational phonics skills, but phonemic awareness (segmenting sounds) lags behind district peers and remains an area for targeted intervention.

First Grade

In 1st grade, 83% of students met growth expectations, nearly identical to 84% the prior year (-1). Composite performance (74%) was also close to district (75%, -1).

- Strengths: Phoneme Segmentation Fluency (96%), outperforming the district by +6 points. This indicates strong phonemic awareness.
- Areas of Concern: Word Reading Fluency (60%, -9 compared to district) and Oral Reading Fluency (63%, -7).

Implication: First graders are developing strong foundational skills in phonemic awareness but are not transferring those skills into word recognition and fluent reading at the same rate as district peers.

Second Grade

Second grade showed a slight improvement, rising from 84% growth in 2023–2024 to 85% in 2024–2025 (+1).

Implication: While progress is steady, continued emphasis on fluency and comprehension is needed to sustain growth and accelerate more students to grade-level mastery.

Third Grade

Third grade demonstrated the largest improvement, moving from 75% growth in 2023–2024 to 82% in 2024–2025 (+7). This reflects significant gains in the transition

from foundational literacy to fluency and comprehension.

Implication: Focused interventions and core instruction appear to be positively impacting 3rd grade outcomes, signaling momentum that can be built upon for upper-grade reading success.

STAAR Data	2024 3rd Grade Reading	2025 3rd Grade Reading	2024 4th Grade Reading	2025 4th Grade Reading	2024 5th Grade Reading	2025 5th Grade Reading
% Approaches and higher	82%	77%	85%	85%	80%	77%

Grade Level & Test	2024 3rd Grade Math	2025 3rd Grade Math	2024 4th Grade Math	2025 4th Grade Math	2024 5th Grade Math	2025 5th Grade Math
% Approaches and higher	75%	75%	59%	69%	70%	64%

Justin Elementary students continue to demonstrate steady participation and progress on state assessments. In 2025, 99–100% of students participated in STAAR Reading and Math, ensuring that results reflect the full student population.

Achievement results show that:

- Reading/Language Arts: 54% of students scored at the Meets Grade Level or above, improving slightly from 52% in 2024.
- Mathematics: 44% scored at Meets Grade Level or above, down slightly from 47% in 2024.
- Across all STAAR subjects, 74% reached Approaches, 45% reached Meets, and 19% reached Masters, consistent with prior year performance.

Academic Growth

- Overall Academic Growth Score: 62 (RLA + Math combined).
- Reading/Language Arts Growth: 65% of students met growth expectations, showing particular progress among White (69%), Asian (20% of a small group), and multiracial students (75%).
- Math Growth: 59% of students met growth targets. Notably, Hispanic students grew at 53%, while African American students grew at 36%, signaling persistent gaps.

Growth patterns show that while many students made expected progress, achievement gaps remain between student groups—especially African American, Hispanic, and Special Education students compared to White and Asian peers.

English Language Proficiency

Emergent bilingual (EB) students showed encouraging progress on TELPAS:

- 58% met progress measures in 2025, an increase from 50% in 2024.
- This exceeded the state's interim target of 49%, highlighting strong language growth supports.

Student Success Status

The Student Success (STAAR Domain) score was 46, unchanged from 2024. Performance at higher achievement levels remains an area for growth:

- Approaches: 74%
- Meets: 45%
- Masters: 19%

This shows that while most students are approaching grade-level standards, fewer are reaching the Meets and Masters levels needed for long-term readiness.

Special Populations & Achievement Gaps

Justin Elementary was identified for Additional Targeted Support in 2025 for the Special Education (Current) student group, which scored a scaled Closing the Gaps score of 30, well below the cut point of 61. Key observations:

- Special Education (Current): 16% at Meets in Reading, 13% at Meets in Math.
- Special Education (Former): 78 scaled score, showing much stronger outcomes.
- Economically Disadvantaged students: 41% at Meets in Reading, 39% in Math—below non-economically disadvantaged peers.
- Gifted & Talented students: Consistently high outcomes, with 95% at Meets in Reading and Math.

These patterns highlight both successes (GT, Former SPED, some racial/ethnic subgroups) and persistent equity gaps (SPED, EB, African American, and Hispanic students).

Student Learning Strengths

At Justin Elementary, student achievement data reflects many areas of growth and success across grade levels and student groups.

One of the most consistent strengths is in **reading achievement and growth**. On the 2025 STAAR, **54% of students scored at the Meets Grade Level standard or above in Reading/Language Arts**, a small but meaningful increase from the prior year. Growth measures further highlight this progress, with **65% of students meeting expected growth in Reading**. Notably, students in several subgroups, including White and multiracial students, exceeded state targets for growth. At the primary level, mCLASS data shows that **third grade made the strongest gains, rising from 75% to 82% of students meeting growth expectations**, demonstrating positive momentum in the transition from foundational literacy skills to comprehension.

Early literacy continues to be a campus strength, particularly in the area of **phonemic awareness**. In first grade, **96% of students demonstrated proficiency in phoneme segmentation**, outperforming the district by six points. This reflects strong instructional practices in building the essential skills of sound identification and

manipulation, which support decoding and spelling development. Kindergarteners also performed well in **letter name fluency**, scoring equal to district averages, showing a solid foundation in letter recognition.

Another notable strength is in the progress of **emergent bilingual students**. On TELPAS, **58% of students demonstrated growth in English proficiency**, an increase from 50% in the previous year and above the state's interim target of 49%. This improvement highlights effective language supports and intentional instruction that are moving students toward academic English mastery.

The performance of **Gifted and Talented students** also stands out as a clear area of success. On state assessments, **95% of GT students scored at the Meets standard or above in both Reading and Math**. This demonstrates that advanced learners are being appropriately challenged and supported through differentiated instruction and enrichment opportunities.

In **mathematics**, while overall Meets rates declined slightly, growth measures tell a more encouraging story. **Nearly 60% of students met expected growth in Math**, including strong gains among Asian and multiracial students. This suggests that while mastery remains a challenge for some, students are steadily making progress toward grade-level expectations.

Finally, Justin Elementary students demonstrate exceptional **participation and engagement** in assessments. **Nearly 100% of students participated in STAAR Reading and Math**, ensuring that the data truly represents the entire campus population. Likewise, across grades K–3, **82–85% of students made at least one year's growth on mCLASS assessments**, reflecting consistent progress in early literacy year over year.

Together, these results show that Justin Elementary is excelling in **reading growth, early literacy foundations, English language proficiency, advanced student performance, and overall student engagement**. These strengths provide a solid foundation to build upon as the campus continues to focus on accelerating achievement for all students.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): The campus has not met growth progress measures on state assessments for Special Education student group and we continue to achieve an accountability rating lower than the district.
Root Cause: Collaboration between general education and Special Education teachers is not systematic, resulting in misalignment between progress toward IEP goals and progress in classroom instruction.

Problem Statement 2 (Prioritized): While 65% of students met expected growth, nearly one-third did not, and performance gaps remain for Special Education students (16% Meets).
Root Cause: Small-group instruction and interventions are inconsistently implemented or monitored, resulting in uneven progress for struggling readers.

Problem Statement 3 (Prioritized): While 59% of students met expected growth, more than 40% did not, leaving large gaps in readiness. Special Education students (13% Meets) and African American (17% Meets) and Hispanic students (42% Meets) performed significantly below their peers, highlighting both overall underperformance and subgroup achievement gaps in math.
Root Cause: Instruction for Special Education, African American, and Hispanic students is not consistently scaffolded or culturally responsive, contributing to student group performance gaps.

School Processes & Programs

School Processes & Programs Summary

At Justin Elementary, our school processes and programs are designed to provide every student with high-quality instruction, equitable opportunities, and the supports necessary for growth and success.

Curriculum & Instruction

The campus implements the Northwest ISD curriculum, which is vertically aligned to the Texas Essential Knowledge and Skills (TEKS) and supported through district pacing guides and instructional resources. Teachers are trained to deliver rigorous Tier I instruction, supplemented by targeted small-group and intervention practices. Reading instruction is supported by mCLASS in K–3, providing early literacy monitoring, while MAP assessments and STAAR data guide instructional planning in upper grades. Teachers collaborate in Professional Learning Communities (PLCs) to design common formative assessments, analyze student data, and adjust instruction for both intervention and enrichment.

Professional Development

Professional development is continuous and aligned to campus goals. Teachers receive training in differentiation, data-driven instruction, and content-specific pedagogy. New teachers participate in district-led induction, while ongoing PD sessions focus on literacy strategies, math problem solving, classroom management, and special education supports. Staff also participate in campus walkthroughs, instructional coaching, and vertical alignment meetings to refine their practice.

Leadership & Decision-Making

Decision-making at Justin Elementary is collaborative and data-driven. The Instructional Leadership Team (ILT), grade-level leads, and specialists meet regularly with administration to review student progress, identify needs, and plan next steps. Campus committees (such as Site-Based Decision Making and Safety) ensure staff, family, and community input is reflected in school processes. Leadership emphasizes transparency, trust, and responsiveness to both academic and social needs.

Communication

Effective communication is central to our culture. Staff and families are kept informed through ParentSquare, newsletters, social media, and direct teacher-family communication. The campus prioritizes clear messaging around student expectations, family involvement, and upcoming events. Teachers also use platforms such as Seesaw and Google Classroom to communicate student learning goals and provide feedback.

Organization, Scheduling, & Support Services

The school’s master schedule is designed to maximize instructional time while ensuring access to specials (PE, Music, Art, Library) and intervention blocks. Support services include counseling, speech therapy, resource services, dyslexia support, and targeted intervention groups. Students benefit from small-group instruction during intervention/enrichment periods, allowing teachers to address gaps while providing extension for advanced learners.

Extracurricular & Cocurricular Opportunities

Justin Elementary offers multiple opportunities for students to extend learning beyond the classroom. Programs include Watch D.O.G.S., Northwest Reads, UIL academics, choir, clubs, and campus-wide events such as science fairs, reading challenges, and Jaguar Way celebrations. These activities build community while reinforcing academic and social-emotional learning.

Technology Integration

Technology is integrated across the curriculum to prepare students for a digital future. Classrooms are equipped with interactive displays, 1:1 student devices, and access to online instructional platforms for reading, math, and research. Teachers embed technology into lessons to foster collaboration, creativity, and problem solving. Professional development on Blended Learning and technology integration ensures that staff are equipped to maximize digital tools for instruction and assessment.

School Processes & Programs Strengths

Justin Elementary has developed a number of strong systems and practices that contribute to student achievement, staff growth, and family engagement.

Curriculum & Instruction

One of the campus's strongest assets is the alignment of curriculum and instruction to the TEKS and district expectations. Teachers consistently use pacing guides, curriculum resources, and formative assessments to ensure students are progressing toward mastery. The use of PLC structures to create common assessments and review data ensures instruction is adjusted to meet student needs. Additionally, the integration of targeted small-group instruction and intervention blocks across grade levels is a significant strength that supports both struggling learners and students needing enrichment.

Professional Development

Professional development is a cornerstone of the school's success. Staff benefit from ongoing, job-embedded training in literacy, mathematics, classroom management, and differentiation. The use of instructional coaching, vertical alignment meetings, and peer collaboration creates a professional culture where teachers are continuously improving practice.

Leadership & Decision-Making

Leadership at Justin Elementary is collaborative, data-driven, and transparent. The Instructional Leadership Team and grade-level leads play an active role in shaping school priorities, ensuring teacher voice in decisions. Processes for reviewing student data, identifying needs, and developing action steps are embedded into the leadership structure, fostering collective responsibility for student outcomes.

Communication

Communication with families and staff is a clear strength. Platforms such as ParentSquare, social media, and classroom-based communication tools ensure that parents remain informed and engaged. Clear protocols for communication help prevent confusion and promote strong school-home partnerships.

Organization & Support Services

The campus is well-organized, with a master schedule that protects instructional time and embeds intervention opportunities for students. Support services, including counseling, speech, resource, dyslexia, and other interventions, are implemented systematically to ensure student needs are addressed. Staff collaboration in these services demonstrates a commitment to whole-child support.

Extracurricular & Cocurricular Opportunities

Justin Elementary offers a wide variety of extracurricular and cocurricular opportunities, such as UIL academics, choir, clubs, Watch D.O.G.S., and reading challenges. These programs enrich the student experience, build school pride, and strengthen connections between students, families, and the school community.

Technology Integration

Technology integration is another strength, with 1:1 student devices, interactive classroom displays, and online learning platforms embedded into daily instruction. Teachers are supported with professional development in blended learning, ensuring technology is used not only for engagement but also for collaboration, problem-solving, and assessment.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): While Justin Elementary has strong systems for curriculum alignment, professional development, and communication, inconsistent implementation of Tier I instructional practices, intervention structures, and progress monitoring across grade levels limits the effectiveness of school programs.
Root Cause: The campus has not established consistent systems of accountability and fidelity checks to ensure that Tier I instruction, interventions, and progress monitoring are implemented with quality across all grade levels.

Problem Statement 2 (Prioritized): Justin Elementary faces challenges in consistently attracting and welcoming high-quality staff members, particularly in specialized areas such as Special Education, bilingual education, and early career teaching roles. While we are often able to fill vacancies, candidate pools are smaller, and new hires sometimes express feeling under-supported during their first months on campus
Root Cause: The number of applicants available within the Justin/Northwest area is smaller than demand, creating competition among campuses in the district.

Problem Statement 3 (Prioritized): Justin Elementary does not currently have a consistent, structured system for staff to immediately recognize and celebrate their peers. While informal appreciation occurs, it is not always visible, timely, or inclusive, which can limit staff morale and the sense of belonging across the campus.
Root Cause: Visibility Gap - Existing recognition (e.g., shout-outs in JIT, Brag Boards) may not be immediate or seen by all staff, reducing impact.

Problem Statement 4 (Prioritized): Students currently have limited awareness of college, career, and military readiness pathways. While CCMR resources exist, including videos, they are not consistently integrated into the school year, resulting in students lacking early exposure to post-secondary options.
Root Cause: Inconsistent Integration - CCMR resources (videos, lessons, discussions) are not embedded into the instructional calendar, so exposure varies by teacher or grade level.

Perceptions

Perceptions Summary

Survey data indicates strong perceptions of value in communication, with 97% of families affirming its importance and 83% reporting satisfaction with current communication efforts. A large majority (85%) believe their child is safe at school, and 82% feel that high expectations for instruction are in place. At the same time, fewer families reported clarity in student discipline (74%) and only 64% felt their child was safe from bullying, highlighting areas where consistency and proactive strategies are needed to strengthen school climate and student well-being.

Perceptions Strengths

Survey results highlight several areas of strength for Justin Elementary. Families expressed high levels of satisfaction with communication, with 97% indicating that communication is important and 83% reporting satisfaction with the way the school communicates. A strong sense of safety was also evident, as 85% of families agreed their child feels safe at school. In addition, 82% of families affirmed that the school maintains high expectations for instruction, reflecting confidence in the academic focus and rigor provided. Finally, facilities were viewed positively, with 91% of families stating the interior of the building is clean and well maintained, and 84% indicating that the exterior grounds are also well maintained.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): While families report overall satisfaction with communication, safety, and instructional expectations, fewer families feel confident in the school's systems for discipline and bullying prevention.
Root Cause: The current behavior framework and communication of expectations are not consistently applied or clearly understood by all stakeholders. In addition, systems for bullying prevention and intervention are not fully embedded or aligned across classrooms and common areas, leading to variability in student experiences and family perceptions of safety and discipline.

Problem Statement 2 (Prioritized): Family, staff, and community engagement levels are inconsistent, and not all students and families report feeling a strong sense of belonging at school. While events and communications are in place, participation rates vary, and survey data indicate that not all voices feel heard or represented.
Root Cause: Inconsistent Representation: Engagement opportunities may not always reflect the cultural, linguistic, or scheduling needs of all families, limiting participation for some groups.

Problem Statement 3 (Prioritized): While Northwest ISD has strong safety protocols and supports in place, inconsistencies in communication, training, and proactive systems sometimes create gaps in staff, student, and family confidence regarding physical and emotional safety.
Root Cause: Reactive Supports: Emotional/behavioral supports are sometimes applied after incidents occur rather than proactively building resilience and coping strategies.

Problem Statement 4 (Prioritized): Staff perceptions of schedules, professional development, and campus climate are not consistently positive. While JES collects informal feedback, there is not a structured, ongoing system for gathering and responding to staff input, which can lead to misalignment between staff needs and campus initiatives.
Root Cause: Focus on Compliance vs. Culture - Schedules and PD may prioritize district compliance or initiatives over staff-identified needs, creating disconnects in perceptions.

Priority Problem Statements

Problem Statement 1: Justin Elementary has experienced growth in its Special Education population, making it a priority to ensure targeted supports and equitable access that promote consistent academic growth for these students.

Root Cause 1: The growth of the Special Education population has outpaced current systems for progress monitoring, differentiated instruction, and staff development, leading to inconsistent implementation of supports and achievement gaps.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Justin Elementary is experiencing growth in its Hispanic and African American student populations, making it a priority to implement culturally responsive practices and supports that close achievement gaps and promote high levels of success.

Root Cause 2: Instructional practices and professional development have not fully addressed the cultural and linguistic needs of a growing Hispanic and African American student population, limiting opportunities to close achievement gaps and ensure consistent academic growth.

Problem Statement 2 Areas: Demographics

Problem Statement 3: While 65% of students met expected growth, nearly one-third did not, and performance gaps remain for Special Education students (16% Meets).

Root Cause 3: Small-group instruction and interventions are inconsistently implemented or monitored, resulting in uneven progress for struggling readers.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: While families report overall satisfaction with communication, safety, and instructional expectations, fewer families feel confident in the school's systems for discipline and bullying prevention.

Root Cause 4: The current behavior framework and communication of expectations are not consistently applied or clearly understood by all stakeholders. In addition, systems for bullying prevention and intervention are not fully embedded or aligned across classrooms and common areas, leading to variability in student experiences and family perceptions of safety and discipline.

Problem Statement 4 Areas: Perceptions

Problem Statement 5: While Justin Elementary has strong systems for curriculum alignment, professional development, and communication, inconsistent implementation of Tier I instructional practices, intervention structures, and progress monitoring across grade levels limits the effectiveness of school programs.

Root Cause 5: The campus has not established consistent systems of accountability and fidelity checks to ensure that Tier I instruction, interventions, and progress monitoring are implemented with quality across all grade levels.

Problem Statement 5 Areas: School Processes & Programs

Problem Statement 6: While 59% of students met expected growth, more than 40% did not, leaving large gaps in readiness. Special Education students (13% Meets) and African American (17% Meets) and Hispanic students (42% Meets) performed significantly below their peers, highlighting both overall underperformance and subgroup achievement gaps in math.

Root Cause 6: Instruction for Special Education, African American, and Hispanic students is not consistently scaffolded or culturally responsive, contributing to student group

performance gaps.

Problem Statement 6 Areas: Student Learning

Problem Statement 7: The campus has not met growth progress measures on state assessments for Special Education student group and we continue to achieve an accountability rating lower than the district.

Root Cause 7: Collaboration between general education and Special Education teachers is not systematic, resulting in misalignment between progress toward IEP goals and progress in classroom instruction.

Problem Statement 7 Areas: Student Learning

Problem Statement 8: Family, staff, and community engagement levels are inconsistent, and not all students and families report feeling a strong sense of belonging at school. While events and communications are in place, participation rates vary, and survey data indicate that not all voices feel heard or represented.

Root Cause 8: Inconsistent Representation: Engagement opportunities may not always reflect the cultural, linguistic, or scheduling needs of all families, limiting participation for some groups.

Problem Statement 8 Areas: Perceptions

Problem Statement 9: While Northwest ISD has strong safety protocols and supports in place, inconsistencies in communication, training, and proactive systems sometimes create gaps in staff, student, and family confidence regarding physical and emotional safety.

Root Cause 9: Reactive Supports: Emotional/behavioral supports are sometimes applied after incidents occur rather than proactively building resilience and coping strategies.

Problem Statement 9 Areas: Perceptions

Problem Statement 10: Justin Elementary does not currently have a consistent, structured system for staff to immediately recognize and celebrate their peers. While informal appreciation occurs, it is not always visible, timely, or inclusive, which can limit staff morale and the sense of belonging across the campus.

Root Cause 10: Visibility Gap - Existing recognition (e.g., shout-outs in JIT, Brag Boards) may not be immediate or seen by all staff, reducing impact.

Problem Statement 10 Areas: School Processes & Programs

Problem Statement 11: Justin Elementary faces challenges in consistently attracting and welcoming high-quality staff members, particularly in specialized areas such as Special Education, bilingual education, and early career teaching roles. While we are often able to fill vacancies, candidate pools are smaller, and new hires sometimes express feeling under-supported during their first months on campus

Root Cause 11: The number of applicants available within the Justin/Northwest area is smaller than demand, creating competition among campuses in the district.

Problem Statement 11 Areas: School Processes & Programs

Problem Statement 12: Staff perceptions of schedules, professional development, and campus climate are not consistently positive. While JES collects informal feedback, there is not a structured, ongoing system for gathering and responding to staff input, which can lead to misalignment between staff needs and campus initiatives.

Root Cause 12: Focus on Compliance vs. Culture - Schedules and PD may prioritize district compliance or initiatives over staff-identified needs, creating disconnects in perceptions.

Problem Statement 12 Areas: Perceptions

Problem Statement 13: Students currently have limited awareness of college, career, and military readiness pathways. While CCMR resources exist, including videos, they are not consistently integrated into the school year, resulting in students lacking early exposure to post-secondary options.

Root Cause 13: Inconsistent Integration - CCMR resources (videos, lessons, discussions) are not embedded into the instructional calendar, so exposure varies by teacher or grade level.

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, CIR, MAPS, STARR, Reading Levels for K-3

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
Strategy 1: We will conduct Data PLC's after CBA's and major assessments to examine growth for our special education and economically disadvantaged student groups. **Strategy's Expected Result/Impact:** Improvement in growth in regards to literacy instruction. **Staff Responsible for Monitoring:** Classroom Teachers, ILT, and Admin **Additional Targeted Support Strategy** **Problem Statements:** Demographics 1, 2				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2: Small Group Instruction: Target instruction based on students' instructional reading levels and needs. **Strategy's Expected Result/Impact:** If instruction is targeted to students needs, then we will close gaps with students to ensure they are making growth. **Staff Responsible for Monitoring:** Teachers, ILT, Admin **Additional Targeted Support Strategy** **Problem Statements:** Student Learning 1, 2, 3				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
Strategy 3: Explicitly teach academic vocabulary across content areas. **Strategy's Expected Result/Impact:** Vocabulary is still a struggle with many students, especially in our low performing groups like sped and eco dis. **Staff Responsible for Monitoring:** Teachers, ILT, Admin **Additional Targeted Support Strategy** **Problem Statements:** Demographics 1, 2 - Student Learning 3				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
Strategy 4: Encourage family engagement with Beanstack, 40 book challenge, and at-home read-aloud routines **Strategy's Expected Result/Impact:** Students who are reading are gaining vocabulary and becoming more proficient at reading. This will help close gaps in reading levels. **Staff Responsible for Monitoring:** Teachers, Librarian **Additional Targeted Support Strategy** **Problem Statements:** Student Learning 1				

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Justin Elementary has experienced growth in its Special Education population, making it a priority to ensure targeted supports and equitable access that promote consistent academic growth for these students. **Root Cause**: The growth of the Special Education population has outpaced current systems for progress monitoring, differentiated instruction, and staff development, leading to inconsistent implementation of supports and achievement gaps.
Problem Statement 2: Justin Elementary is experiencing growth in its Hispanic and African American student populations, making it a priority to implement culturally responsive practices and supports that close achievement gaps and promote high levels of success. **Root Cause**: Instructional practices and professional development have not fully addressed the cultural and linguistic needs of a growing Hispanic and African American student population, limiting opportunities to close achievement gaps and ensure consistent academic growth.

Student Learning
Problem Statement 1: The campus has not met growth progress measures on state assessments for Special Education student group and we continue to achieve an accountability rating lower than the district. **Root Cause**: Collaboration between general education and Special Education teachers is not systematic, resulting in misalignment between progress toward IEP goals and progress in classroom instruction.
Problem Statement 2: While 65% of students met expected growth, nearly one-third did not, and performance gaps remain for Special Education students (16% Meets). **Root Cause**: Small-group instruction and interventions are inconsistently implemented or monitored, resulting in uneven progress for struggling readers.
Problem Statement 3: While 59% of students met expected growth, more than 40% did not, leaving large gaps in readiness. Special Education students (13% Meets) and African American (17% Meets) and Hispanic students (42% Meets) performed significantly below their peers, highlighting both overall underperformance and subgroup achievement gaps in math. **Root Cause**: Instruction for Special Education, African American, and Hispanic students is not consistently scaffolded or culturally responsive, contributing to student group performance gaps.

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: Math Journals, walk-throughs, feedback, iReady

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
Strategy 1: Conduct quarterly thin slicing in PLC on student journals to examine problem solving strategies. Teachers can use this data to target small groups of students throughout the year. **Strategy's Expected Result/Impact:** Increase in problem solving skills shown over time in their problem solving journals. **Staff Responsible for Monitoring:** Teachers, ILT, Administrators. **Additional Targeted Support Strategy** **Problem Statements:** Student Learning 2, 3				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2: Meet quarterly with SPED/Gen Ed teachers. Admin and SPED Admin to support students and teachers in helping close gaps in learning. **Strategy's Expected Result/Impact:** More growth opportunities for our SPED students in closing gaps. **Staff Responsible for Monitoring:** SPED, Gen Ed, Admin, ILT **Additional Targeted Support Strategy** **Problem Statements:** Student Learning 1, 2, 3				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
Strategy 3: Daily Small-Group Instruction: Prioritize SPED and ECO Dis students in teacher-led small groups for literacy and math. **Strategy's Expected Result/Impact:** Students will begin closing gaps when instruction is targeted to their needs. **Staff Responsible for Monitoring:** Teachers, ILT, and Admin **Additional Targeted Support Strategy** **Problem Statements:** Demographics 2 - Student Learning 3				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
Strategy 4: Celebrations of Growth: Recognize progress, not just proficiency (e.g., Brag Boards, growth certificates, shout-outs). **Strategy's Expected Result/Impact:** Create a culture of I can, not I can't among students leading to increased academic growth. **Staff Responsible for Monitoring:** Teachers, ILT, Admin **Problem Statements:** Demographics 2				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
Strategy 5: Clear Communication: Share academic goals and progress in simple, parent-friendly language. **Strategy's Expected Result/Impact:** Increase communication between home and school on academics. **Staff Responsible for Monitoring:** Teachers **Problem Statements:** Perceptions 1				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Demographics

Problem Statement 2: Justin Elementary is experiencing growth in its Hispanic and African American student populations, making it a priority to implement culturally responsive practices and supports that close achievement gaps and promote high levels of success. **Root Cause**: Instructional practices and professional development have not fully addressed the cultural and linguistic needs of a growing Hispanic and African American student population, limiting opportunities to close achievement gaps and ensure consistent academic growth.

Student Learning

Problem Statement 1: The campus has not met growth progress measures on state assessments for Special Education student group and we continue to achieve an accountability rating lower than the district. **Root Cause**: Collaboration between general education and Special Education teachers is not systematic, resulting in misalignment between progress toward IEP goals and progress in classroom instruction.

Problem Statement 2: While 65% of students met expected growth, nearly one-third did not, and performance gaps remain for Special Education students (16% Meets). **Root Cause**: Small-group instruction and interventions are inconsistently implemented or monitored, resulting in uneven progress for struggling readers.

Problem Statement 3: While 59% of students met expected growth, more than 40% did not, leaving large gaps in readiness. Special Education students (13% Meets) and African American (17% Meets) and Hispanic students (42% Meets) performed significantly below their peers, highlighting both overall underperformance and subgroup achievement gaps in math. **Root Cause**: Instruction for Special Education, African American, and Hispanic students is not consistently scaffolded or culturally responsive, contributing to student group performance gaps.

Perceptions

Problem Statement 1: While families report overall satisfaction with communication, safety, and instructional expectations, fewer families feel confident in the school's systems for discipline and bullying prevention. **Root Cause**: The current behavior framework and communication of expectations are not consistently applied or clearly understood by all stakeholders. In addition, systems for bullying prevention and intervention are not fully embedded or aligned across classrooms and common areas, leading to variability in student experiences and family perceptions of safety and 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.

Evaluation Data Sources: Counselor plans, morning meeting, walk-throughs

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
Strategy 1: Students will engage with CCMR videos throughout the school year to bring awareness to CCMR. **Strategy's Expected Result/Impact:** Increase awareness and understanding of CCMR processes. **Staff Responsible for Monitoring:** Counselor, Administration, Teachers. **Problem Statements:** School Processes & Programs 2, 4				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2: Students will participate in career day activities during the year. **Strategy's Expected Result/Impact:** Increased awareness of jobs and opportunities after high school. **Staff Responsible for Monitoring:** Counselor **Problem Statements:** School Processes & Programs 4				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 3 Problem Statements:

School Processes & Programs
Problem Statement 2: Justin Elementary faces challenges in consistently attracting and welcoming high-quality staff members, particularly in specialized areas such as Special Education, bilingual education, and early career teaching roles. While we are often able to fill vacancies, candidate pools are smaller, and new hires sometimes express feeling under-supported during their first months on campus **Root Cause**: The number of applicants available within the Justin/Northwest area is smaller than demand, creating competition among campuses in the district.
Problem Statement 4: Students currently have limited awareness of college, career, and military readiness pathways. While CCMR resources exist, including videos, they are not consistently integrated into the school year, resulting in students lacking early exposure to post-secondary options. **Root Cause**: Inconsistent Integration - CCMR resources (videos, lessons, discussions) are not embedded into the instructional calendar, so exposure varies by teacher or grade level.

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, listening sessions

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
Strategy 1: We will administer periodic surveys to measure staff satisfaction, and results will be evaluated based on response rates, trends over time, and the percentage of staff reporting satisfaction at "agree" or "strongly agree" levels on key survey items. **Strategy's Expected Result/Impact:** At least 80-90% of staff will respond to each survey, ensuring a representative data set. At least 85% of staff will report being "satisfied" or "very satisfied" (agree/strongly agree) with key areas such as communication, professional support, and school culture. Survey data will show positive growth trends over time, with fewer "disagree/strongly disagree" responses from beginning to end of year. Qualitative feedback from open-ended survey questions will reflect increasing staff recognition of positive culture, collaborative practices, and leadership support. **Staff Responsible for Monitoring:** Admin **Problem Statements:** School Processes & Programs 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2: Continue to review hiring processes in ensuring we are recruiting the best teachers and keeping them. **Strategy's Expected Result/Impact:** Our retention rates will improve creating a solid culture in the staff. **Staff Responsible for Monitoring:** Admin, ILT. **Problem Statements:** School Processes & Programs 2				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

School Processes & Programs

Problem Statement 1: While Justin Elementary has strong systems for curriculum alignment, professional development, and communication, inconsistent implementation of Tier I instructional practices, intervention structures, and progress monitoring across grade levels limits the effectiveness of school programs. **Root Cause**: The campus has not established consistent systems of accountability and fidelity checks to ensure that Tier I instruction, interventions, and progress monitoring are implemented with quality across all grade levels.

Problem Statement 2: Justin Elementary faces challenges in consistently attracting and welcoming high-quality staff members, particularly in specialized areas such as Special Education, bilingual education, and early career teaching roles. While we are often able to fill vacancies, candidate pools are smaller, and new hires sometimes express feeling under-supported during their first months on campus **Root Cause**: The number of applicants available within the Justin/Northwest area is smaller than demand, creating competition among campuses in 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.

Evaluation Data Sources: Staff Recognition, Voting, Pictures

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
Strategy 1: Create a staff recognition program for staff to immediately recognize peers. **Strategy's Expected Result/Impact:** Greater recognition across the board. **Staff Responsible for Monitoring:** Admin **Problem Statements:** School Processes & Programs 3				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2: Partner with Horace Mann to award a monthly Crystal Apple to a staff member who exemplifies the Jaguar Way. Staff members will nominate and vote on peers, with the winner recognized publicly each month. **Strategy's Expected Result/Impact:** Staff recognition will become more consistent and visible, with at least one staff member celebrated monthly. Increased morale and motivation among staff, as employees feel valued by both leadership and peers. Survey results will reflect a measurable increase in staff satisfaction related to feeling appreciated and recognized (target: 5-10% increase from BOY to EOY). Nominations will highlight examples of staff modeling the Jaguar Way, reinforcing campus culture and expectations. Peer-to-peer recognition will promote a stronger sense of community and belonging, with qualitative feedback (staff comments, PLC reflections, etc.) noting stronger collaboration and support across grade levels and roles. **Staff Responsible for Monitoring:** Admin, ILT **Problem Statements:** School Processes & Programs 3				

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 2 Problem Statements:

School Processes & Programs

Problem Statement 3: Justin Elementary does not currently have a consistent, structured system for staff to immediately recognize and celebrate their peers. While informal appreciation occurs, it is not always visible, timely, or inclusive, which can limit staff morale and the sense of belonging across the campus. **Root Cause**: Visibility Gap - Existing recognition (e.g., shout-outs in JIT, Brag Boards) may not be immediate or seen by all staff, reducing impact.

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. Listening Sessions

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
Strategy 1: Use surveys and listening sessions to gather feedback on schedules, PD, and climate. **Strategy's Expected Result/Impact:** At least 80% of staff will participate in surveys and/or listening sessions, ensuring broad representation. Staff will report a greater sense of voice and input in campus decisions, as measured by survey items on leadership communication and responsiveness (target: 5-10% increase from BOY to EOY). Adjustments to schedules and PD offerings will show alignment with staff needs, reflected in fewer negative comments and an increase in satisfaction ratings (target: at least 85% agree/strongly agree on PD effectiveness and scheduling flexibility). Open-ended responses and session notes will reveal increased collaboration and constructive dialogue, with staff identifying both challenges and proposed solutions. Improved staff climate scores in end-of-year surveys, demonstrating growth in perceptions of trust, respect, and support across the campus. **Staff Responsible for Monitoring:** Admin, ILT **Problem Statements:** Perceptions 4				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2: Promote vulnerability and collaboration (Walk-Through Wednesdays, Thankful Thursdays, sharing protocols). **Strategy's Expected Result/Impact:** Staff will report an increased sense of trust and collegiality, as measured by climate survey items on collaboration and support (target: 5-10% increase from BOY to EOY). Participation in Walk-Through Wednesdays and Thankful Thursdays will grow steadily, with at least 75% of staff engaging monthly in one or more of these initiatives. PLCs will demonstrate more open dialogue and solution-oriented conversations, evidenced by meeting notes and facilitator reflections. Peer-to-peer recognition will rise, with more staff giving and receiving affirmations across grade levels and roles. A measurable increase in collective efficacy will be observed, with teachers expressing greater confidence in their team's ability to address challenges together. **Staff Responsible for Monitoring:** ILT/OLT, Admin **Problem Statements:** Student Learning 3 - School Processes & Programs 1				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 3 Problem Statements:

Student Learning
Problem Statement 3: While 59% of students met expected growth, more than 40% did not, leaving large gaps in readiness. Special Education students (13% Meets) and African American (17% Meets) and Hispanic students (42% Meets) performed significantly below their peers, highlighting both overall underperformance and subgroup achievement gaps in math. **Root Cause**: Instruction for Special Education, African American, and Hispanic students is not consistently scaffolded or culturally responsive, contributing to student group performance gaps.
School Processes & Programs
Problem Statement 1: While Justin Elementary has strong systems for curriculum alignment, professional development, and communication, inconsistent implementation of Tier I instructional practices, intervention structures, and progress monitoring across grade levels limits the effectiveness of school programs. **Root Cause**: The campus has not established consistent systems of accountability and fidelity checks to ensure that Tier I instruction, interventions, and progress monitoring are implemented with quality across all grade levels.
Perceptions
Problem Statement 4: Staff perceptions of schedules, professional development, and campus climate are not consistently positive. While JES collects informal feedback, there is not a structured, ongoing system for gathering and responding to staff input, which can lead to misalignment between staff needs and campus initiatives. **Root Cause**: Focus on Compliance vs. Culture - Schedules and PD may prioritize district compliance or initiatives over staff-identified needs, creating disconnects in perceptions.

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: Newsletters, Feedback

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
Strategy 1: Use ParentSquare, newsletters, social media, and JIT to share updates while also providing feedback loops (surveys, quick polls, suggestion forms). **Strategy's Expected Result/Impact:** Families and staff will report increased awareness of campus events, expectations, and initiatives, as measured by survey items on communication effectiveness (target: 90% agree/strongly agree). Engagement with communication tools will rise, with higher open rates, clicks, or participation in ParentSquare and JIT compared to baseline at BOY. Feedback loops (surveys, polls, forms) will receive broad participation (target: at least 50% of families and 75% of staff respond when invited). Communication will show evidence of being two-way rather than one-way, with leadership using feedback to adjust or clarify practices (documented in JIT updates or follow-up communications). Families and staff will express greater trust and satisfaction with communication channels, reflected in both quantitative survey data and qualitative comments. **Staff Responsible for Monitoring:** Admin **Problem Statements:** Perceptions 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2: Host "Coffee with the Principal" and town halls to create open dialogue. **Strategy's Expected Result/Impact:** Families and staff will report a greater sense of being heard and valued, as measured by survey items on communication and leadership responsiveness (target: 5-10% increase from BOY to EOY). Feedback collected during sessions will lead to actionable adjustments in campus practices (documented in newsletters, ParentSquare, or JIT follow-ups). Stronger relationships and trust will be developed between leadership and the school community, reflected in qualitative comments and reduced communication-related concerns. Town halls will promote a shared understanding of campus vision and initiatives, evidenced by consistent messaging across staff, families, and students. **Staff Responsible for Monitoring:** Admin, Counselor **Problem Statements:** Perceptions 1				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Perceptions
Problem Statement 1: While families report overall satisfaction with communication, safety, and instructional expectations, fewer families feel confident in the school's systems for discipline and bullying prevention. **Root Cause**: The current behavior framework and communication of expectations are not consistently applied or clearly understood by all stakeholders. In addition, systems for bullying prevention and intervention are not fully embedded or aligned across classrooms and common areas, leading to variability in student experiences and family perceptions of safety and 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 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 attendance, Newsletter, Surveys

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
Strategy 1: Reinforce the Jaguar Way (Safe, Respectful, Responsible) and the Purple Hand Pledge to promote positive behaviors. **Strategy's Expected Result/Impact:** Students will demonstrate increased adherence to campus expectations, with a measurable decrease in minor discipline referrals (target: 10-15% reduction from BOY to EOY). At least 90% of students will be able to articulate the Jaguar Way expectations and the Purple Hand Pledge when asked. Teachers will report improved classroom climate and fewer disruptions, as measured by teacher surveys and walkthrough data. Positive behavior recognition (Jaguar Paws, Brag Boards, etc.) will increase, with staff documenting at least 20% more positive referrals compared to BOY baseline. Families will express greater confidence in the school's commitment to safety and respect, reflected in end-of-year climate survey results (target: 85% agree/strongly agree). Students will report a stronger sense of belonging and safety, as captured through student surveys and counselor check-ins. **Staff Responsible for Monitoring:** Admin, Teachers **Problem Statements:** Perceptions 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2: Expand volunteer programs (Watch D.O.G.S., Northwest Reads, library helpers) **Strategy's Expected Result/Impact:** Increased family involvement, Growth in volunteer hours and diversity of participation **Staff Responsible for Monitoring:** Counselor, Admin **Problem Statements:** Perceptions 2				

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 2 Problem Statements:

Perceptions
Problem Statement 1: While families report overall satisfaction with communication, safety, and instructional expectations, fewer families feel confident in the school's systems for discipline and bullying prevention. **Root Cause**: The current behavior framework and communication of expectations are not consistently applied or clearly understood by all stakeholders. In addition, systems for bullying prevention and intervention are not fully embedded or aligned across classrooms and common areas, leading to variability in student experiences and family perceptions of safety and discipline.
Problem Statement 2: Family, staff, and community engagement levels are inconsistent, and not all students and families report feeling a strong sense of belonging at school. While events and communications are in place, participation rates vary, and survey data indicate that not all voices feel heard or represented. **Root Cause**: Inconsistent Representation: Engagement opportunities may not always reflect the cultural, linguistic, or scheduling needs of all families, limiting participation for some groups.

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: Positive Behavior Framework Team evaluations, Brag Boards

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
Strategy 1: Implement Jaguar Way PBIS framework, Brag Boards, SEL integration, mentoring, and peer supports **Strategy's Expected Result/Impact:** Reduction in discipline referrals; increase in student survey "I feel safe" responses **Staff Responsible for Monitoring:** Admin, Counselor, teachers **Problem Statements:** Perceptions 3				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2: Use role-play, scenarios, and restorative practices to help students learn appropriate interactions. **Strategy's Expected Result/Impact:** Students will demonstrate improved conflict-resolution skills, shown by a reduction in repeated incidents of the same behavior (target: 10-15% decrease by EOY). Teachers and staff will report increased student ability to self-regulate and problem-solve, as measured by survey feedback and classroom observation data. At least 80% of students will participate in role-play/scenario-based lessons and be able to explain or model an appropriate response in a given situation. Implementation of restorative practices will result in more repaired relationships (tracked through restorative conference logs and counselor reports). Families will notice and report positive changes in student behavior at home and school, reflected in parent survey comments and feedback loops. School climate survey data will reflect an increase in students feeling safe and respected at school (target: 5-10% increase from BOY to EOY). **Staff Responsible for Monitoring:** Teachers, Admin, Counselor **Problem Statements:** Perceptions 1				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
Strategy 3: Encourage families to use common Jaguar Way language at home (Safe, Respectful, Responsible). **Strategy's Expected Result/Impact:** Families will report an increased understanding of Jaguar Way expectations, as measured by family surveys and quick polls (target: 90% agree/strongly agree). Students will show greater consistency in demonstrating Safe, Respectful, and Responsible behaviors across settings, reflected in a decrease in repeat minor discipline referrals (target: 10-15% reduction from BOY to EOY). Teachers and staff will note improved carryover of positive behaviors from school to home, as shared in parent communication and conferences. Families will express a stronger partnership with the school in promoting positive character and behavior, documented through feedback in listening sessions and surveys. **Staff Responsible for Monitoring:** Admin **Problem Statements:** Perceptions 1				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 3 Problem Statements:

Perceptions
Problem Statement 1: While families report overall satisfaction with communication, safety, and instructional expectations, fewer families feel confident in the school's systems for discipline and bullying prevention. **Root Cause**: The current behavior framework and communication of expectations are not consistently applied or clearly understood by all stakeholders. In addition, systems for bullying prevention and intervention are not fully embedded or aligned across classrooms and common areas, leading to variability in student experiences and family perceptions of safety and discipline.
Problem Statement 3: While Northwest ISD has strong safety protocols and supports in place, inconsistencies in communication, training, and proactive systems sometimes create gaps in staff, student, and family confidence regarding physical and emotional safety. **Root Cause**: Reactive Supports: Emotional/behavioral supports are sometimes applied after incidents occur rather than proactively building resilience and coping strategies.

Additional Targeted Support Strategies

Goal	Objective	Strategy	Description
1	1	1	We will conduct Data PLC's after CBA's and major assessments to examine growth for our special education and economically disadvantaged student groups.
1	1	2	Small Group Instruction: Target instruction based on students' instructional reading levels and needs.
1	1	3	Explicitly teach academic vocabulary across content areas.
1	1	4	Encourage family engagement with Beanstack, 40 book challenge, and at-home read-aloud routines
1	2	1	Conduct quarterly thin slicing in PLC on student journals to examine problem solving strategies. Teachers can use this data to target small groups of students throughout the year.
1	2	2	Meet quarterly with SPED/Gen Ed teachers. Admin and SPED Admin to support students and teachers in helping close gaps in learning.
1	2	3	Daily Small-Group Instruction: Prioritize SPED and ECO Dis students in teacher-led small groups for literacy and math.

Northwest Independent School District

Lakeview Elementary School

2025-2026 Campus Improvement Plan



Value Statement

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	MT SS	Homeless
86%	15%	2%	5%	9%	7%	24%	4%	9%	12%	5%	22%	5%	0

Lakeview Elementary is located in Trophy Club, Texas with a population of 453 students. We provide services for one PreK unit, 3 Kindergarten sections, four sections of 1st, 2nd, 3rd, 4th, and three sections of 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 23 General Education Teachers, 5 Special Education Teachers, 1 Shared GT Specialist, 1 1/2 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.

Teachers by Years of Experience:

0 Years - 2%

1 to 5 Years - 11%

6 to 10 Years - 23%

11 to 20 Years - 40%

21 to 30 Years - 18%

>30 Years - 2%

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 community members 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 consistently perform below expectations on state and district assessments.
Root Cause: Teachers need support in designing small group lessons specifically designed for various academic needs in order to close educational gaps.

Student Learning

Student Learning Summary

2024 EOY mClass	K	1	2	3
% On/Above Reading Level	97%	80%	68%	63%
% Met Growth Projection	97%	87%	84%	67%

STAAR Data	2023 3rd Grade Reading	2024 3rd Grade Reading	2025 3rd Grade Reading	2023 4th Grade Reading	2024 4th Grade Reading	2025 4th Grade Reading	2023 5th Grade Reading	2024 5th Grade Reading	2025 5th Grade Reading
% Approaches and higher	91%	95%	96%	97%	94%	100%	100%	95%	88%

Grade Level & Test	2023 3rd Grade Math	2024 3rd Grade Math	2025 3rd Grade Math	2023 4th Grade Math	2024 4th Grade Math	2025 4th Grade Math	2023 5th Grade Math	2024 5th Grade Math	2025 5th Grade Math
% Approaches and higher	88%	95%	83%	92%	90%	100%	99%	93%	86%

MAP Growth Data Fall 24- Spring 25

	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	12.6	19	9.4	12	6.0	11	3.9	3
Math	16.1	16	17	16	13.8	17	10.8	9

Our Approaches scores have remained consistent over the years with some fluctuation ranging above the district average. Our focus will be on increasing Mastery scores as this is where we have opportunities for growth.

In MAP Reading, grades 2-4 have exceeded expected growth, while 5th grade did not. In MAP Math, 4th grade exceeded expected growth, 2nd grade met expected growth, and 3rd & 5th did not meet expected growth. 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.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Grades 1-3 did not meet the expectation of 90% students reading on or above grade level.
Root Cause: Teachers need additional development in using data to inform small group instruction that challenges students at their academic level.

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, Choir, Art Club, Student Council, Book Club, UIL, Destination Imagination, and Math Club.

Lakeview uses campus data from formative and summative district assessments to inform tutoring, necessary PD, lesson compacting, and flexible grouping. In addition, data from programs such as No Red Ink, Imagine Math, Google Classroom and Imagine Math 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.
- Bobcat Families - House system that allows us to grow as a community.
- Lakeview Day - A day when every classroom features a community-building activity. Students are allowed to pick their activity and spend time with other students outside their regular classroom.

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, Humility, Loyalty, Fidelity, Harmony, and Chivalry. 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 and have added Lakeview Day to building rapport among students in different grade levels.

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.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Our staff needs to align established campus procedures and expectations in common areas to best support student safety.
Root Cause: Teachers have different thresholds regarding student behavioral accountability.

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 our Social Emotional Learning Committee. Teachers are encouraged to build their leadership skills & efficacy, 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. Based on student recommendations, we are able to make changes as allowable to reflect their requests.

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, Choir, 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, Morning Crew, Morning Announcers, Lakeview Buddies, Lakeview Family Leaders, 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
- PTA School of Excellence
- Book Joy Club
- Ultimate Book Challenge
- Math Club
- Run Club
- Help Wanted Positions to support student leadership
- Character Parade
- Halloween Sing-Along
- Veteran's Day Ceremony
- Alphabet Parade

- Thanksgiving Family Lunch
- Christmas Play/Sing Along
- Boys Night Out
- Sweetheart Dance
- Bobcat Family Fun Night

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Our community business partners donate monetary funds to PTA, however, we would like to establish relationships with our local businesses in order to enrich our curriculum.
Root Cause: We as a school community have not actively reached out to form a partnership with our local businesses.

Priority Problem Statements

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

Root Cause 1: Teachers need support in designing small group lessons specifically designed for various academic needs in order to close educational gaps.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Grades 1-3 did not meet the expectation of 90% students reading on or above grade level.

Root Cause 2: Teachers need additional development in using data to inform small group instruction that challenges students at their academic level.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Our staff needs to align established campus procedures and expectations in common areas to best support student safety.

Root Cause 3: Teachers have different thresholds regarding student behavioral accountability.

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: Our community business partners donate monetary funds to PTA, however, we would like to establish relationships with our local businesses in order to enrich our curriculum.

Root Cause 4: We as a school community have not actively reached out to form a partnership with our local businesses.

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, ECRs, SCRs, CERs

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
Strategy 1: Students will respond in writing twice a week using grade-level standards, expectations, and content-specific vocabulary in each content area. **Strategy's Expected Result/Impact:** Students will establish strong foundational writing skills in order to be successful across academic areas. **Staff Responsible for Monitoring:** Classroom teachers, support teachers, administration (all staff) **Problem Statements:** Demographics 1 - Student Learning 1				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Students who are at-risk, special education, and 504 consistently perform below expectations on state and district assessments. **Root Cause**: Teachers need support in designing small group lessons specifically designed for various academic needs in order to close educational gaps.

Student Learning
Problem Statement 1: Grades 1-3 did not meet the expectation of 90% students reading on or above grade level. **Root Cause**: Teachers need additional development in using data to inform small group instruction that challenges students at their academic level.

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

Performance Objective 2: Academic Progress
1.2 Our students will achieve individualized academic goals to reach a year's growth or more in all content areas.

Evaluation Data Sources: mClass, STAAR, benchmarks, CBAs, ECRs, SCRs, CERs, MAP

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
Strategy 1: Students will be challenged at their academic level during small group instruction based on formative assessment data at least twice a week in Math and Language Arts. **Strategy's Expected Result/Impact:** Students will make a year's growth or more across content areas. **Staff Responsible for Monitoring:** Classroom teachers, support teachers, administration (all staff) **Problem Statements:** Demographics 1 - Student Learning 1				

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: Students who are at-risk, special education, and 504 consistently perform below expectations on state and district assessments. **Root Cause**: Teachers need support in designing small group lessons specifically designed for various academic needs in order to close educational gaps.

Student Learning
Problem Statement 1: Grades 1-3 did not meet the expectation of 90% students reading on or above grade level. **Root Cause**: Teachers need additional development in using data to inform small group instruction that challenges students at their academic level.

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, ECRs, SCRs, CERs, MAP

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
Strategy 1: All teachers will implement goal-setting with students using data-driven action steps to improve academic performance. Students will review and reflect on goals at least once per six weeks. **Strategy's Expected Result/Impact:** Students will be aware of their own academic growth and progress to develop their own reflection process. This will help shape their thinking and support life-readiness. **Staff Responsible for Monitoring:** Classroom teachers **Problem Statements:** Demographics 1 - Student Learning 1				

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 1: Students who are at-risk, special education, and 504 consistently perform below expectations on state and district assessments. **Root Cause**: Teachers need support in designing small group lessons specifically designed for various academic needs in order to close educational gaps.

Student Learning
Problem Statement 1: Grades 1-3 did not meet the expectation of 90% students reading on or above grade level. **Root Cause**: Teachers need additional development in using data to inform small group instruction that challenges students at their academic level.

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: Retention data, exit interviews

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
Strategy 1: We will establish a consistent staff-recognition process that celebrates individual and team contributions throughout the year. **Strategy's Expected Result/Impact:** This will create a sense of belonging in order to retain high-quality staff. **Staff Responsible for Monitoring:** Administration and staff **Problem Statements:** School Processes & Programs 1				

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 1: Our staff needs to align established campus procedures and expectations in common areas to best support student safety. **Root Cause**: Teachers have different thresholds regarding student behavioral accountability.

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: Retention data, principal check-ins, mClass, STAAR, benchmarks, CBAs, ECRs, SCRs, CERs

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
Strategy 1: During monthly alignment PLCs, at least one teacher will share instructional and/or behavioral strategies that can improve the learning community. **Strategy's Expected Result/Impact:** Teachers will be able to learn strategies from one another and implement them in their own practices. **Staff Responsible for Monitoring:** Classroom teachers, support teachers, administration (all staff) **Problem Statements:** School Processes & Programs 1				

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 2 Problem Statements:

School Processes & Programs
Problem Statement 1: Our staff needs to align established campus procedures and expectations in common areas to best support student safety. **Root Cause**: Teachers have different thresholds regarding student behavioral accountability.

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: Principal check-ins, staff retention, exit interviews

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
Strategy 1: Each month a different team will create intentional opportunities to support campus-wide team-building and staff connections. **Strategy's Expected Result/Impact:** We will retain highly effective staff through building meaningful relationships. **Staff Responsible for Monitoring:** Classroom teachers, support teachers, administration (all staff) **Problem Statements:** Demographics 1 - Student Learning 1				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 1: Students who are at-risk, special education, and 504 consistently perform below expectations on state and district assessments. **Root Cause**: Teachers need support in designing small group lessons specifically designed for various academic needs in order to close educational gaps.

Student Learning
Problem Statement 1: Grades 1-3 did not meet the expectation of 90% students reading on or above grade level. **Root Cause**: Teachers need additional development in using data to inform small group instruction that challenges students at their academic level.

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

Performance Objective 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: mClass, STAAR, benchmarks, CBAs, ECRs, SCRs, CERs, community partnerships, student surveys

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
Strategy 1: Each team will create one opportunity to partner with community members/businesses to interact with students based on curriculum needs; providing real-life and relevant experiences based on TEKS. **Strategy's Expected Result/Impact:** We will enrich the curriculum by providing a deeper understanding of grade level standards/TEKS through real-world connections. **Staff Responsible for Monitoring:** Classroom teachers, office staff **Problem Statements:** Perceptions 1				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Perceptions
Problem Statement 1: Our community business partners donate monetary funds to PTA, however, we would like to establish relationships with our local businesses in order to enrich our curriculum. **Root Cause**: We as a school community have not actively reached out to form a partnership with our local businesses.

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: Satchel Pulse, campus student survey, office referrals, counselor referrals

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
Strategy 1: We will designate class time for students to create slides to share their culture, travel experiences and achievements with their classmates. **Strategy's Expected Result/Impact:** We will instill a culture of belonging and understanding among students, staff, and families. **Staff Responsible for Monitoring:** Classroom teachers, students, families **Problem Statements:** Demographics 1 - Student Learning 1 - School Processes & Programs 1				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: Students who are at-risk, special education, and 504 consistently perform below expectations on state and district assessments. **Root Cause**: Teachers need support in designing small group lessons specifically designed for various academic needs in order to close educational gaps.
Student Learning
Problem Statement 1: Grades 1-3 did not meet the expectation of 90% students reading on or above grade level. **Root Cause**: Teachers need additional development in using data to inform small group instruction that challenges students at their academic level.
School Processes & Programs
Problem Statement 1: Our staff needs to align established campus procedures and expectations in common areas to best support student safety. **Root Cause**: Teachers have different thresholds regarding student behavioral accountability.

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: Satchel Pulse, campus student survey, office referrals, counselor referrals

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
Strategy 1: All classrooms will conduct daily carpet time morning meetings in order to establish a safe, respectful, and responsible learning community. **Strategy's Expected Result/Impact:** We will support and strengthen the physical and emotional well-being of our students, staff, and community. **Staff Responsible for Monitoring:** Classroom teachers, support teachers, administration (all staff) **Problem Statements:** Demographics 1 - Student Learning 1 - School Processes & Programs 1				

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 1: Students who are at-risk, special education, and 504 consistently perform below expectations on state and district assessments. **Root Cause**: Teachers need support in designing small group lessons specifically designed for various academic needs in order to close educational gaps.
Student Learning
Problem Statement 1: Grades 1-3 did not meet the expectation of 90% students reading on or above grade level. **Root Cause**: Teachers need additional development in using data to inform small group instruction that challenges students at their academic level.
School Processes & Programs
Problem Statement 1: Our staff needs to align established campus procedures and expectations in common areas to best support student safety. **Root Cause**: Teachers have different thresholds regarding student behavioral accountability.

Northwest Independent School District

Clara Love Elementary

2025-2026 Campus Improvement Plan



Value Statement

Kids come first.

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

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

Learning is influenced by environment.

Northwest ISD Vision

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

Northwest ISD Mission

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

Clara Love Elementary School Mission

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

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Comprehensive Needs Assessment

Demographics

Demographics Summary

White	Hispanic	African American	2 or More Races	Asian	Economically Disadvantaged	Special Education	504	Dyslexia	GT	EL	At-Risk	MTSS/ RTI	Homeless
38%	36%	15%	9%	1%	53%	23%	3.7 %	10%	3%	36%	45%	24%	1%

Summary:

In the 24-25 school year, we had 648 students. Our campus houses SLC, SEAC, and Dual Language. The Dual Language program started out with pre k, kindergarten, first, and second grade; we will be adding a third grade Dual Language teacher for the 25-26 school year. During the 24-25 school year, our CIT, CIS, BI, and 4 interventionists (2 MTSS, one ESL, and one reading recovery) served our students and teachers. Next year (25-26), we will only have our CIT, CIS, BI, and 3 interventionists. Our CIT, BI, and CIS serve 32 gen ed and bilingual teachers as well as our units and LAMP.

21:1 is our student to teacher ratio. We lost a second grade position and will be adding a 5th grade teacher.

Our OHI survey shows that the campus falls in the 95th percentile for communication. We are considered a green school all around. Our top “Organizational Health Profile” was optimal power equalization, goal focus, morale, autonomy, and cohesiveness. Our lowest score was adaptation in the 88th percentile which is still considered interdependent (green zone).

Demographics Strengths

Strengths: For the past 3 years, our white and SPED demographics have outperformed their projected growth in district and state assessments. Our attendance is 95%. Teacher retention was over 90% including our Gen ed teachers, Dual Language, and support staff.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Based on our accountability ratings and TELPAS, our EB population will be a targeted group for next steps. Our EB and Economically Disadvantaged population didn't show as much growth and achievement in our mClass and MAP scores. Our EB students haven't shown enough growth TELPAS, STAAR, and district assessments

over the last 5 years.
Root Cause: We are the fastest growing dual language program in the district. Without the EB support from last year, we are focusing our PLCs on training our new DL teachers on intentional monitoring, responsive small groups, and intention vocabulary instruction.

Student Learning

Student Learning Summary

2024 EOY mClass	K	1	2	3
% On/Above Reading Level	76%	75%	62%	65%
% Met Growth Projection	83%	85%	76%	62%

STAAR Data	2024 3rd Grade Reading	2025 3rd Grade Reading	2024 4th Grade Reading	2025 4th Grade Reading	2024 5th Grade Reading	2025 5th Grade Reading
% Approaches and higher	70%%	74%%	81%	87%%	72%	83%%

Grade Level & Test	2024 3rd Grade Math	2025 3rd Grade Math	2024 4th Grade Math	2025 4th Grade Math	2024 5th Grade Math	2025 5th Grade Math
% Approaches and higher	64%	63%	54%	80%	70%	72%

	2 Achievement	2 Observed Growth	3 Achievement	3 Observed Growth	4th Achievement	4th Observed Growth	5th Achievement	5th Grade Observed Growth
Reading	60	52	54	47	62	59	53	41
Math	49	43	52	52	63	62	53	58

Student Learning Strengths

Accountability overview: Over the past two years, the overall accountability rating as gone from a 66 to an 88. The student achievement rating has gone from a 69 to a 75. The school progress rating has gone from a 62 to a 90. Closing the gaps has gone from a 60 to an 82 which led to a distinction in top 25% in comparative academic growth.

Our Kindergarten growth is a huge celebration! Based on our mClass data, our growth projections were a big celebration. Our first graders beat campus goals by placing 11th in growth in the district for mClass. We did notice a decline in our 3rd grade growth and achievement according to mClass, but MAP and district assessments say they are still making growth and achievement above our campus goal.

Students who are on or above Reading Level:

Kinder: 64%

First- 60%

Second: 71%

Third:65%

Fourth: 78%

Fifth: 73%

We have a lot of celebrations from our EOY MAP data scores. As a collective school, we fall in the high achievement and higher growth quadrant **for both reading and math**. In Math, our 3, 4, and 5 made it the higher achievement and higher growth percentile. 2nd grade math falls below. In reading, 3, 2, and 4 made it in the higher achievement and higher growth quadrant; our 5th grade was in the high achievement, lower growth quadrant.

Our district assessments include Module math CBAs, Reading CBAs, Quick Checks, Reading Short Cycles, mClass, MAP, and Interims.

As a campus our 24-25 campus academic goal was our students will perform at or above district and state assessments. We have succeeded in achieving that goal in many of our grade levels.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): We are seeing the least amount of growth in our students that are identified EB and Economically Disadvantaged.
Root Cause: We have the 2nd highest population of economically disadvantaged students in the district. Student absences for this student group have been an ongoing challenge.

Problem Statement 2: Our 2nd and 3rd teams are not making as much growth and achievement as our other grade levels.
Root Cause: 2nd has had the MOST personnel movement in the past years. Student behaviors are higher in those grade levels which leads to a decrease in responsive small group instruction based on data.

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.**
- **BI will support implementation of Emergent Tree and collecting data through classroom observations.**
- **Our CIT will continue to provide coaching cycles on instruction and teacher support.**
- **Interventionist support includes MTSS, Dyslexia specialists, a half GT specialist, Librarian, CIT, and Behavior Interventionists.**
- **Intentional Monitoring with a focus on Tier 1 instructional strategies and Tier 1 Intervention will be implemented.**
- **All In Learning programs 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 monthly!**
- **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 and Tier 3 for SPED implementation.**

School Processes & Programs Strengths

Our top school program strengths are our routines and procedures that have made our school run smoother like the Golden Coin, Attendance challenge, and our Data and Respond meetings.

The Golden Coin is utilized for recognizing correct behavior in unstructured environments. The weekly Attendance Challenge has increased our student attendance percentages across all grade levels. Our Data and Respond meetings are facilitated by our MTSS teachers but involved all support staff and admin. During these meetings, protocols are set up to discuss ALL students and the whole child

Our Proud Journal system process has increased rigor in our student journals across all content and grade levels. We have noticed an increase in writing across all content as well as students being able to share their learning and thinking.

Our CIT and district coaches have a strong relationship with our teachers and providing coaching cycles based on the needs of each classroom.

We have created a transparent process to develop our campus goal with our leadership team and a process where we share with all stakeholders to ensure that everyone is working towards a common goal.

Our campus goal: We will perform above district average on all state and district assessments.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Adaptability is our lowest domain for OHI (88th percentile), and it will be our focus in PLCs, PDs, Staff Meetings, communication, and School Processes.
Root Cause: We are changing in our population and have a fast growing Dual Language Program.

Perceptions

Perceptions Summary

We take many staff surveys throughout the year. One survey that we have been taking for the past two years is our OHI survey. We have gained great data from our OHI. Two years ago, we were above average in communication and problem-solving adequacy. We had opportunity to grow in cohesiveness and goal focus. Last year, we buckled down and really focused on cohesiveness and goal focus. When we received the results back, we were above average in all areas. Due to strong goal focus, we have continued some of the same practices for this year (25-26).

Staff Retention: Our staff retention has increased this year. We are sitting at 93% of all teachers returning.

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 25-26 school year, we had 100% teacher involvement in our PTA.

Campus wide mantra developed in the 24-25 school year: One Love: honor our people, honor our work, honor our time. We have kept this mantra, but added to our saying: One Love, One Community.

Partnership with Texas Motor Speedway and the Speeding to Read program was established in the 24-25 school year to help promote literacy. We have continued this partnership for the 2nd year in a row.

Perceptions Strengths

Goal focus, cohesiveness, communication, and optimal power equalization were our highest domains in our 24-25 OHI data.

We have continued to increase our teacher retention percentage every year.

It is important to us to build strong relationships with our stakeholders. We are still partnering with Texas Motor Speedway to increase reading achievement.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Communication, morale, goal focus, and cohesiveness were strong with all stakeholders, but maintaining a strong level of adaptability throughout the school, teams, and individual students to maintain a high OHI and student achievement.
Root Cause: Our Dual Language program is rapidly growing, but we are losing support positions that directly impact students.

Priority Problem Statements

Problem Statement 1: We are seeing the least amount of growth in our students that are identified EB and Economically Disadvantaged.

Root Cause 1: We have the 2nd highest population of economically disadvantaged students in the district. Student absences for this student group have been an ongoing challenge.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: Adaptability is our lowest domain for OHI (88th percentile), and it will be our focus in PLCs, PDs, Staff Meetings, communication, and School Processes.

Root Cause 2: We are changing in our population and have a fast growing Dual Language Program.

Problem Statement 2 Areas: School Processes & Programs

Problem Statement 3: Communication, morale, goal focus, and cohesiveness were strong with all stakeholders, but maintaining a strong level of adaptability throughout the school, teams, and individual students to maintain a high OHI and student achievement.

Root Cause 3: Our Dual Language program is rapidly growing, but we are losing support positions that directly impact students.

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: mClass; MAP data; CBA Data; Benchmark/Interim; STAAR data; classroom formatives

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
Strategy 1: We will align our ILTs, campus walkthroughs, PDs, PLCs and coaching cycles to our top 4 instructional focuses: responsive instruction, intentional planning, consistent procedures and routines and goal setting. **Strategy's Expected Result/Impact:** Our campus will perform above district and state average on all assessments. Team cohesiveness and adaptability will increase. **Staff Responsible for Monitoring:** admin, teachers, support staff, CIT, MTSS, dyslexia interventionist, ESL support and district support. **Title I:** 2.51, 2.52, 2.53 **Problem Statements:** Student Learning 1				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: We are seeing the least amount of growth in our students that are identified EB and Economically Disadvantaged. **Root Cause**: We have the 2nd highest population of economically disadvantaged students in the district. Student absences for this student group have been an ongoing challenge.

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			
	Formative			Summative
	Nov	Jan	Mar	May
Strategy 1: We will conduct monthly walk-throughs using a checklist with specific look for and specific feedback geared towards our "top four" (including responsive instruction) and Behavior Framework. Feedback is directed towards student data, learning target, and misconceptions. **Strategy's Expected Result/Impact:** Our campus will perform above district and state average on all assessments. Team cohesiveness and adaptability will increase. **Staff Responsible for Monitoring:** admin, teachers, support staff, CIT, MTSS, dyslexia interventionist, ESL support and district support. **Title I:** 2.51, 2.52, 2.53 **Problem Statements:** Student Learning 1				

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 1: We are seeing the least amount of growth in our students that are identified EB and Economically Disadvantaged. **Root Cause**: We have the 2nd highest population of economically disadvantaged students in the district. Student absences for this student group have been an ongoing challenge.

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			
	Formative			Summative
	Nov	Jan	Mar	May
Strategy 1: 100% of our teachers will implement Morning Meeting and utilize Behavior Framework tools like Reach and Respond and Brag Boards in order to respond to all of our students' SEL needs. **Strategy's Expected Result/Impact:** Behavior will decrease by 40% . **Staff Responsible for Monitoring:** admin, counselor, teachers, support staff, CIT, MTSS, dyslexia interventionist, ESL support and district support. **Title I:** 2.51, 2.52, 2.53 **Problem Statements:** School Processes & Programs 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2: We will host "Clara Day" every year to form a tradition so that we can increase student engagement while connecting to our stakeholders and community. **Strategy's Expected Result/Impact:** To expose our students to the namesake that our school holds, so that we can increase levels of engagement and learning. **Staff Responsible for Monitoring:** admin, teachers, supporting staff, counselor, students, our community and stakeholders. **Problem Statements:** Perceptions 1				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 3 Problem Statements:

School Processes & Programs
Problem Statement 1: Adaptability is our lowest domain for OHI (88th percentile), and it will be our focus in PLCs, PDs, Staff Meetings, communication, and School Processes. **Root Cause**: We are changing in our population and have a fast growing Dual Language Program.

Perceptions

Problem Statement 1: Communication, morale, goal focus, and cohesiveness were strong with all stakeholders, but maintaining a strong level of adaptability throughout the school, teams, and individual students to maintain a high OHI and student achievement. **Root Cause**: Our Dual Language program is rapidly growing, but we are losing support positions that directly impact 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: Surveys, Mentor/Mentee program, percentages of retained staff, staff check-ins, and attendance rate for community events.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
Strategy 1: Because of our changing population, new teachers to education, and forming of new teams, our grade level teams will continue to meet weekly to backwards design, data dive, focus on our new top four instructional focus points, 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:** Our campus will perform above district and state average on all assessments. Team cohesiveness and adaptability will increase. **Staff Responsible for Monitoring:** admin, teachers, support staff, CIT, MTSS, dyslexia interventionist, ESL support and district support. **Title I:** 2.51, 2.52, 2.53, 2.534 **Problem Statements:** School Processes & Programs 1				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 1: Adaptability is our lowest domain for OHI (88th percentile), and it will be our focus in PLCs, PDs, Staff Meetings, communication, and School Processes. **Root Cause**: We are changing in our population and have a fast growing Dual Language Program.

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			
	Formative			Summative
	Nov	Jan	Mar	May
Strategy 1: Returning and new teachers will receive quarterly PLC check ins and coaching cycles over intentional monitoring, 9 minute challenge, responsive small group practices and intentional support during planning for our new ELA curriculum. **Strategy's Expected Result/Impact:** Our campus will perform above district and state average on all assessments. **Staff Responsible for Monitoring:** CIT, admin, district coaches, C&I support, teachers, team leads, and support staff. **Title I:** 2.51, 2.52, 2.53, 2.534 **Problem Statements:** Perceptions 1				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Perceptions
Problem Statement 1: Communication, morale, goal focus, and cohesiveness were strong with all stakeholders, but maintaining a strong level of adaptability throughout the school, teams, and individual students to maintain a high OHI and student achievement. **Root Cause**: Our Dual Language program is rapidly growing, but we are losing support positions that directly impact students.

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

Performance Objective 3: Retain
2.3 Northwest ISD will retain highly effective staff through meaningful relationships, ongoing support, and professional growth opportunities.

Evaluation Data Sources: Surveys, Mentor/Mentee program, percentages of retain staff, staff check-ins, and attendance rate for community events

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
Strategy 1: We will start all PDs and staff meetings with gratitudes, send out ongoing support through weekly Love Notes and InLovestruction, and support grade levels on their goals that they set as a team and individually during BOY so that teams feel more cohesive. We will continue to adapt to new curriculum while being responsive to students' data. **Strategy's Expected Result/Impact:** Our campus will perform above district and state average on ALL assessments. **Staff Responsible for Monitoring:** admin, teachers, support staff, CIT, team leads, and district support. **Title I:** 2.51, 2.53, 2.531, 2.534 **Problem Statements:** Perceptions 1				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 3 Problem Statements:

Perceptions
Problem Statement 1: Communication, morale, goal focus, and cohesiveness were strong with all stakeholders, but maintaining a strong level of adaptability throughout the school, teams, and individual students to maintain a high OHI and student achievement. **Root Cause**: Our Dual Language program is rapidly growing, but we are losing support positions that directly impact 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 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			
	Formative			Summative
	Nov	Jan	Mar	May
Strategy 1: We will implement Behavior Framework tier two strategies with fidelity, meet with PTA to plan community events, reboot our committees with shared expectations and continue with new literacy buddies. **Strategy's Expected Result/Impact:** There will be an increase in community involvement by 20%. Student behavior and office referrals will decrease by 30%. **Staff Responsible for Monitoring:** admin, teachers, counselors, support staff, and community members. **Title I:** 2.52, 2.531 **Problem Statements:** Perceptions 1				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Perceptions
Problem Statement 1: Communication, morale, goal focus, and cohesiveness were strong with all stakeholders, but maintaining a strong level of adaptability throughout the school, teams, and individual students to maintain a high OHI and student achievement. **Root Cause**: Our Dual Language program is rapidly growing, but we are losing support positions that directly impact 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: Surveys, Mentor/Mentee program, percentages of retain staff, student panels, staff check-ins, and attendance rate for community events.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
Strategy 1: We will send out quarterly check-in staff surveys and celebrate students and staff in Love Notes, InLovestruction, and during our Heart of Texans ceremony. **Strategy's Expected Result/Impact:** Our OHI results will stay in the 90% or above range in communication and goal focus. **Staff Responsible for Monitoring:** admin, counselor, teachers, support staff and CIT. **Title I:** 2.51, 2.53, 2.531 **Problem Statements:** Perceptions 1				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Perceptions
Problem Statement 1: Communication, morale, goal focus, and cohesiveness were strong with all stakeholders, but maintaining a strong level of adaptability throughout the school, teams, and individual students to maintain a high OHI and student achievement. **Root Cause**: Our Dual Language program is rapidly growing, but we are losing support positions that directly impact 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 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			
	Formative			Summative
	Nov	Jan	Mar	May
Strategy 1: Our campus is partnering with Texas Motor Speedway for the 2nd year and implementing Speeding to Read to enhance literacy across the community. **Strategy's Expected Result/Impact:** Our literacy growth will be in the high growth, high achievement quantile in mClass, MAP, and district/state assessments. **Staff Responsible for Monitoring:** admin, teachers, support staff, and CIT. **Title I:** 2.52 **Problem Statements:** Student Learning 1 - Perceptions 1				

No Progress Accomplished Continue/Modify Discontinue

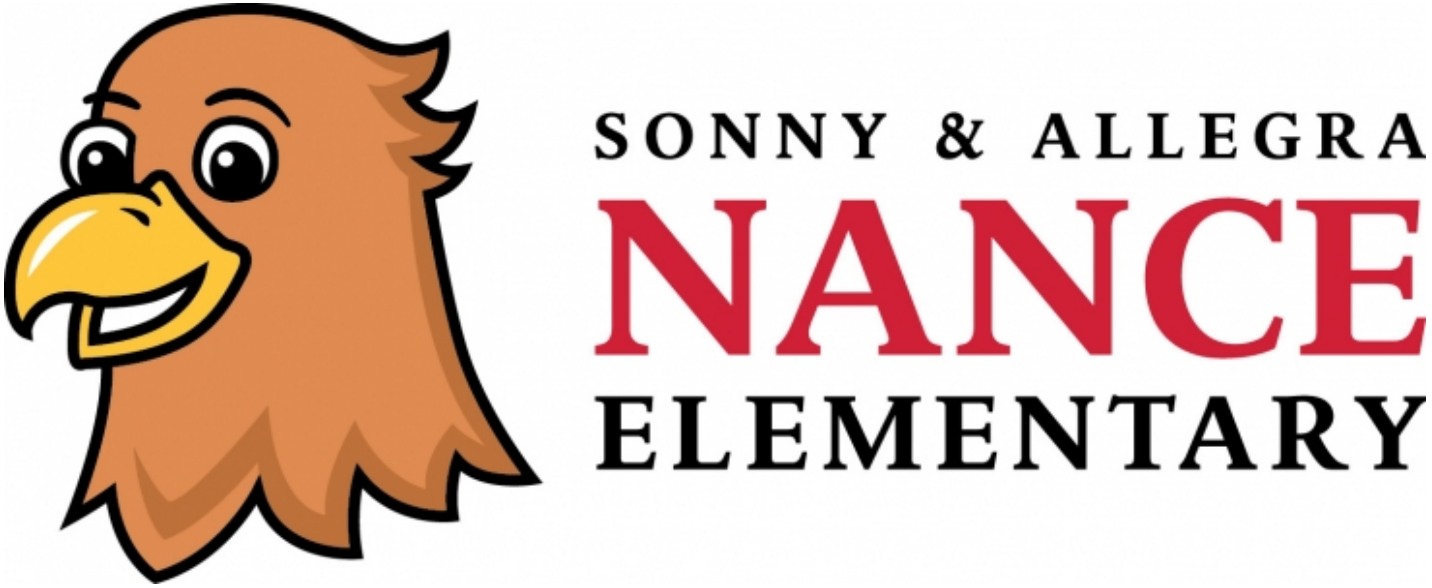
Performance Objective 3 Problem Statements:

Student Learning
Problem Statement 1: We are seeing the least amount of growth in our students that are identified EB and Economically Disadvantaged. **Root Cause**: We have the 2nd highest population of economically disadvantaged students in the district. Student absences for this student group have been an ongoing challenge.
Perceptions
Problem Statement 1: Communication, morale, goal focus, and cohesiveness were strong with all stakeholders, but maintaining a strong level of adaptability throughout the school, teams, and individual students to maintain a high OHI and student achievement. **Root Cause**: Our Dual Language program is rapidly growing, but we are losing support positions that directly impact students.

Northwest Independent School District

Nance Elementary School

2025-2026 Campus Improvement Plan



Value Statement

Kids come first.

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

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

Learning is influenced by environment.

Northwest ISD Vision

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

Northwest ISD Mission

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

Sonny and Allegra Nance Elementary School Vision

Learn. Lead. Empower. Serve.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

White	Hispanic	African American	2 or More Races	Asian	Economically Disadvantaged	Special Education	504	Dyslexia	GT	EB	At-Risk	MTSS	Homeless
40%	26%	19%	5.70 %	7%	39%	37%	2.76 %	8.98 %	6.22%	14%	39 %	%	0

An analysis of campus demographics from 2023–2024 to 2024–2025 indicates that the overall racial and ethnic composition of the student body has remained stable. The percentage of Asian students increased from 6% to 7%, while the percentage of African American students decreased slightly from 20% to 19%. Hispanic/Latino students remained constant at 26%, and White students continued to represent the largest subgroup at 40%.

While demographic representation by ethnicity has remained largely unchanged, notable increases have occurred in identified student populations. Students designated as At Risk increased from 32% in 2023–2024 to 39% in 2024–2025, reflecting a 7 percentage point increase. Similarly, the percentage of students served in Special Education rose from 33% to 37%, a 4 percentage point increase. The Emergent Bilingual population also experienced growth, moving from 12% to 14% (+2 percentage points). The percentage of Economically Disadvantaged students remained consistent at 39%.

These data trends suggest that while campus demographics by race/ethnicity are stable, there is a clear upward trajectory in the proportion of students requiring targeted instructional and support services. The increases in At Risk, Special Education, and Emergent Bilingual populations highlight the need for ongoing resource allocation, differentiated instructional practices, and evidence-based interventions to ensure that all students receive equitable access to rigorous academic opportunities and support.

Demographics Strengths

The racial/ethnic distribution of students has remained consistent across both years, with Hispanic/Latino (26%) and White (40%) students representing the largest subgroups. This stability allows the campus to build long-term instructional strategies and support systems without having to adjust to large demographic shifts.

The campus serves a diverse student body, with significant representation across multiple groups (Asian, African American, Hispanic/Latino, White). This diversity enriches the school community and creates opportunities for cross-cultural learning and collaboration.

The percentage of Economically Disadvantaged students has remained steady at 39%, allowing the campus to sustain established supports and interventions without the need for major shifts in resource allocation.

Increases in At Risk, Special Education, and Emergent Bilingual percentages reflect improved identification processes and stronger systems for recognizing and addressing student needs. This positions the campus to provide timely and targeted interventions.

The demographic data show that the campus has developed systems to monitor and respond to the needs of vulnerable populations. The steady or increasing percentages in key areas demonstrate the campus’s focus on equitable access to services and support.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): As the number of students identified as At Risk, Emergent Bilingual, and receiving Special Education services increases, the campus must ensure adequate staffing, professional development, and instructional resources to effectively meet student needs.
Root Cause: Current resource allocation has not kept pace with the rising number of students requiring support, leading to challenges with staffing, scheduling intervention time, and sourcing materials to meet targeted student needs.

Problem Statement 2 (Prioritized): The percentage of students identified as At Risk increased from 32% to 39%, indicating that nearly 4 out of 10 students require additional academic and/or behavioral interventions to meet grade-level expectations.
Root Cause: Growth and mobility have limited alignment and consistency in Tier 1 instructional practices, coupled with gaps in early intervention systems caused by limited supports, have contributed to a growing number of students being identified as At Risk.

Problem Statement 3 (Prioritized): Special Education enrollment increased from 33% to 37%, signaling a growing demand for differentiated instruction, inclusive practices, and specialized support to ensure students with disabilities achieve academic success.
Root Cause: General education teachers need ongoing professional development in inclusive instructional strategies, and additional resources are required to meet the diverse learning needs of students with disabilities.

Problem Statement 4 (Prioritized): The Emergent Bilingual population grew from 12% to 14%, demonstrating the need for enhanced instructional strategies and targeted supports to accelerate English language acquisition while maintaining content mastery.
Root Cause: Instructional staff require additional training and support in implementing effective sheltered instruction and integrating academic language development into daily instruction across content areas.

Problem Statement 5 (Prioritized): The rising percentages of students with additional needs present a risk of inequitable access to rigorous coursework and enrichment opportunities if systems of support are not strengthened and closely monitored.
Root Cause: Systems for monitoring equitable access and progress for diverse learners are inconsistent, limiting the campus's ability to ensure all students fully participate in rigorous academic opportunities.

Student Learning

Student Learning Summary

2025 EOY mClass	K	1	2	3
% On/Above Reading Level	74%	70%	58%	63%
% Met Growth Projection	75%	81%	0%	-6%

The data highlight a transition period between 1st and 3rd grade where reading performance and growth decline, suggesting the need for intensified instructional focus. While early literacy foundations are strong, targeted interventions are required in grades 2 and 3 to prevent reading gaps from widening.

STAAR Data	2024 3rd Grade Reading	2025 3rd Grade Reading	2024 4th Grade Reading	2025 4th Grade Reading	2024 5th Grade Reading	2025 5th Grade Reading
% Approaches and higher	76%	80%	80%	77%	90%	81%

Grade Level & Test	2024 3rd Grade Math	2025 3rd Grade Math	2024 4th Grade Math	2025 4th Grade Math	2024 5th Grade Math	2025 5th Grade Math
% Approaches and higher	70%	68%	67%	69%	90%	80%

Reading: Overall, reading performance shows modest gains in lower grades but declines in upper grades, particularly in 5th grade, indicating a need for targeted interventions to sustain literacy growth through the upper elementary years.

Math: Math performance is inconsistent, with slight declines in 3rd grade, modest improvement in 4th grade, and a notable drop in 5th grade. This pattern suggests a need for focused support in both early and upper elementary math instruction to ensure students retain and build on previously learned skills.

MAP MATH Growth Data Spring 24- Spring 25

	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	12.8%	15%	9.8%	10%	6.8%	6%	4.6%	8%
Math	16.3%	15%	16.9%	14%	14.1%	11%	10.8%	11%

In **reading**, most grades met or exceeded expected growth, with slight gaps in fourth grade. Fifth-grade reading growth is notably strong relative to expectations.

In **math**, several grades (2–4) did not fully meet expected growth, particularly in grade 3 and grade 4, suggesting a need for enhanced instructional focus and targeted interventions.

These patterns indicate that while reading growth is generally on track, math growth requires more strategic support to ensure students meet or exceed projected

outcomes across all elementary grades.

Student Learning Strengths

1. **Strong Early Literacy Foundations**
    - Kindergarten and 1st-grade students demonstrate high proficiency and growth in reading, with 74%–70% reading on or above grade level and exceeding expected growth targets. This indicates effective early literacy instruction and strong foundational skills.
2. **Consistent Reading Growth Across Grades**
    - Observed reading growth data show that most grades met or exceeded expected growth, particularly in 2nd and 5th grades. Third grade growth aligns closely with projections, indicating that reading instruction generally supports student progress toward grade-level expectations.
3. **High Reading Proficiency in Upper Grades**
    - STAAR reading data indicate that a majority of students in grades 3–5 are meeting Approaches grade-level standards, with percentages ranging from 77% to 81% in 2025. Fifth-grade reading growth notably exceeded expected projections, demonstrating students' ability to achieve strong outcomes by the upper elementary grades.
4. **Early Math Growth**
    - Second-grade math growth is close to expected targets, and fifth-grade students met or slightly exceeded expected math growth, demonstrating that students can accelerate progress with targeted instruction.
5. **Stable and Diverse Student Population**
    - The campus serves a diverse student body, with consistent racial/ethnic representation and steady percentages of Economically Disadvantaged students. This stability supports focused instructional planning and allows teachers to maintain high-quality, inclusive instruction.
6. **Effective Identification of Student Needs**
    - Increases in At Risk, Special Education, and Emergent Bilingual populations reflect strong systems for identifying and supporting students who require additional interventions, ensuring timely support for academic and language development.
7. **Student Growth Mindset and Resilience**
    - Across grades, students have shown the capacity to meet or exceed growth projections in both reading and math, even when starting below grade level. This suggests strong engagement with instruction and responsiveness to interventions.
8. **Proficiency in Meeting Growth Targets**

    - Overall, most grades demonstrate alignment between observed and expected growth, particularly in reading, indicating that instructional strategies are effectively promoting student learning and academic progress.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Reading proficiency declines in grades 2-5, with only 58% of 2nd graders reading on or above grade level and 81% of 5th graders meeting STAAR Approaches standards in 2025. Observed growth data show that 4th-grade reading growth (6%) fell slightly below expected growth (6.8%), indicating that a subset of students is not achieving grade-level reading outcomes.
Root Cause: Gaps in instructional alignment and scaffolding across grades, combined with inconsistent use of evidence-based intervention strategies, contribute to uneven reading growth as students progress from early to upper elementary grades.

Problem Statement 2 (Prioritized): Math proficiency and growth are inconsistent across grades, with 3rd and 4th graders falling short of expected growth targets (observed growth: 14% and 11%; expected: 16.9% and 14.1%), and 5th-grade STAAR performance declining from 90% to 80% Approaches. This indicates students are not consistently mastering grade-level math standards.
Root Cause: Insufficient alignment of math instruction across grade levels, combined with limited targeted interventions for students struggling with foundational and grade-level math skills, impedes consistent growth.

Problem Statement 3 (Prioritized): Students experience a critical dip in academic performance and growth during the transition from 1st to 3rd grade, as evidenced by mClass reading data (70% in 1st grade to 58% in 2nd grade) and observed growth trends.
Root Cause: Lack of structured, sequential instructional support and targeted intervention during this transition results in some students falling behind, particularly those who are At Risk or have additional learning needs.

Problem Statement 4 (Prioritized): The percentage of At Risk students increased from 32% to 39%, Special Education students from 33% to 37%, and Emergent Bilingual students from 12% to 14%, indicating a growing population of students requiring additional support to access grade-level instruction.
Root Cause: Limited staffing, targeted intervention time, and professional development for teachers in differentiated instruction and bilingual/ESL strategies reduce the campus's capacity to meet the academic needs of these populations.

Problem Statement 5 (Prioritized): Observed growth data show that several grades, particularly in math (grades 2-4), did not meet expected growth targets, suggesting that students who are falling behind are not being identified and supported early enough.
Root Cause: Inconsistent use of formative assessment data and progress monitoring systems limits the campus's ability to implement timely, effective interventions for students at risk of not meeting grade-level standards.

School Processes & Programs

School Processes & Programs Summary

Our campus employs a range of specialized staff and services to address the diverse academic, social, and emotional needs of students:

- **Compensatory Education:** A Compensatory Education Interventionist provides targeted interventions for students identified as At-Risk.
- **Emergent Bilingual Education:** Our Compensatory Education Interventionist supports language acquisition and academic achievement for Emergent Bilingual students.
- **Gifted and Talented Education:** A part-time GATES teacher delivers enriched instruction to students identified as gifted and talented.
- **Dyslexia Services:** Two full-time Reading Interventionists, all trained in the Multisensory Teaching Approach (MTA), provide specialized interventions for students with dyslexia.
- **Special Education:** Four full-time Special Education teachers support students with a variety of learning needs. One of these teachers is also Reading By Design certified to provide dyslexia intervention within Special Education.
- **Specialized Classrooms:** The campus serves students in Structured Learning Classrooms (SLC) and two PACEE classrooms. Additionally, two Early Childhood Special Education (ECSE) classrooms provide services for students beginning at age three.
- **Counseling and SEL Supports:** The school counselor facilitates weekly small-group sessions focused on social-emotional learning (SEL), leads monthly whole-class SEL lessons, provides Morning Meeting resources to support teachers, and offers parent education opportunities to strengthen school-home partnerships.

Through these coordinated processes, our campus ensures equitable access to instructional support, enrichment, and social-emotional development, empowering all students to reach their full potential.

School Processes & Programs Strengths

- A strong Multi-Tiered System of Supports (MTSS) is in place to provide students with targeted interventions. Students are identified for additional assessment when progress monitoring indicates interventions are not yielding expected growth.
- The GATES specialist facilitates enrichment groups across grade levels, providing extension opportunities that foster critical thinking and advanced learning.
- Grade-level Professional Learning Communities (PLCs) are protected each Tuesday, allowing teachers consistent time to collaborate, unpack standards, and work with content coaches to deepen their understanding of curriculum expectations.
- The school counselor leverages student and teacher data to guide her support, intentionally building relationships and addressing the academic, social, and emotional needs of students.
- A campus house system and a variety of student clubs promote a culture of care, service, and community, enabling students to form meaningful connections beyond their classrooms and grade levels.
- The campus maintains a consistent instructional focus throughout the year, with professional development opportunities strategically aligned to that focus.
- The campus leadership team is committed to fostering leadership in both staff and students, utilizing PLC time to design and evaluate high-quality learning experiences.
- Campus staff actively engage in a professional learning PLC and book study centered on instructional pedagogy, strengthening collective capacity and instructional practices.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Teachers are still developing their capacity to fully understand and implement the depth and complexity of the TEKS standards.
Root Cause: Limited time and experience unpacking standards during PLCs and inconsistent opportunities for coaching support across all grade levels.

Problem Statement 2 (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 3 (Prioritized): Our emergent bilingual process lacks opportunities for students to receive language interventions on a consistent basis.
Root Cause: Our staff does not have the skills to support the students who have heavy language acquisition needs.

Problem Statement 4 (Prioritized): Our MTSS program lacks opportunities for students to receive the supports they need on a consistent basis.
Root Cause: Our MTSS interventionist also serves our emergent bilingual students so time is limited.

Perceptions

Perceptions Summary

Nance is a campus community that values care, respect, and connection. All who enter the building are welcomed into an environment that fosters belonging and warmth. Professionalism is upheld across the campus, and staff voice is encouraged through collaborative conversations focused on meeting the diverse needs of students. We believe that teachers and students learn with and from one another, creating a culture of shared growth, mutual respect, and continuous improvement.

Perceptions Strengths

- Families feel a strong connection to the campus and actively support school initiatives.
- Staff members demonstrate a family-like culture, supporting one another and engaging in collaboration that extends to partnerships with families.
- Organizational Health Inventory (OHI) survey results reflect a healthy and positive work environment.
- Parent survey data indicate strong, positive relationships between parents and the school, with families expressing confidence in and support for the campus.
- An active and engaged PTA bridges the relationship between the campus and the broader community.
- A strong campus culture fosters care, connection, and shared responsibility for student success.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): PTA engagement is strong, but broader community partnerships are limited.
Root Cause: Efforts to expand partnerships beyond the PTA to include local organizations, businesses, and community leaders have not been fully developed or prioritized.

Problem Statement 2 (Prioritized): While families report strong connections to the campus, not all parent groups are consistently engaged in school activities and decision-making.
Root Cause: Communication strategies and outreach efforts are not always differentiated to meet the diverse needs of all families (e.g., language, scheduling, and accessibility).

Priority Problem Statements

Problem Statement 1: As the number of students identified as At Risk, Emergent Bilingual, and receiving Special Education services increases, the campus must ensure adequate staffing, professional development, and instructional resources to effectively meet student needs.

Root Cause 1: Current resource allocation has not kept pace with the rising number of students requiring support, leading to challenges with staffing, scheduling intervention time, and sourcing materials to meet targeted student needs.

Problem Statement 1 Areas: Demographics

Problem Statement 2: The percentage of students identified as At Risk increased from 32% to 39%, indicating that nearly 4 out of 10 students require additional academic and/or behavioral interventions to meet grade-level expectations.

Root Cause 2: Growth and mobility have limited alignment and consistency in Tier 1 instructional practices, coupled with gaps in early intervention systems caused by limited supports, have contributed to a growing number of students being identified as At Risk.

Problem Statement 2 Areas: Demographics

Problem Statement 3: Special Education enrollment increased from 33% to 37%, signaling a growing demand for differentiated instruction, inclusive practices, and specialized support to ensure students with disabilities achieve academic success.

Root Cause 3: General education teachers need ongoing professional development in inclusive instructional strategies, and additional resources are required to meet the diverse learning needs of students with disabilities.

Problem Statement 3 Areas: Demographics

Problem Statement 4: The Emergent Bilingual population grew from 12% to 14%, demonstrating the need for enhanced instructional strategies and targeted supports to accelerate English language acquisition while maintaining content mastery.

Root Cause 4: Instructional staff require additional training and support in implementing effective sheltered instruction and integrating academic language development into daily instruction across content areas.

Problem Statement 4 Areas: Demographics

Problem Statement 5: The rising percentages of students with additional needs present a risk of inequitable access to rigorous coursework and enrichment opportunities if systems of support are not strengthened and closely monitored.

Root Cause 5: Systems for monitoring equitable access and progress for diverse learners are inconsistent, limiting the campus's ability to ensure all students fully participate in rigorous academic opportunities.

Problem Statement 5 Areas: Demographics

Problem Statement 6: Reading proficiency declines in grades 2-5, with only 58% of 2nd graders reading on or above grade level and 81% of 5th graders meeting STAAR Approaches standards in 2025. Observed growth data show that 4th-grade reading growth (6%) fell slightly below expected growth (6.8%), indicating that a subset of students is not achieving grade-level reading outcomes.

Root Cause 6: Gaps in instructional alignment and scaffolding across grades, combined with inconsistent use of evidence-based intervention strategies, contribute to uneven reading growth as students progress from early to upper elementary grades.

Problem Statement 6 Areas: Student Learning

Problem Statement 7: Math proficiency and growth are inconsistent across grades, with 3rd and 4th graders falling short of expected growth targets (observed growth: 14% and 11%; expected: 16.9% and 14.1%), and 5th-grade STAAR performance declining from 90% to 80% Approaches. This indicates students are not consistently mastering grade-level math standards.

Root Cause 7: Insufficient alignment of math instruction across grade levels, combined with limited targeted interventions for students struggling with foundational and grade-level math skills, impedes consistent growth.

Problem Statement 7 Areas: Student Learning

Problem Statement 8: Students experience a critical dip in academic performance and growth during the transition from 1st to 3rd grade, as evidenced by mClass reading data (70% in 1st grade to 58% in 2nd grade) and observed growth trends.

Root Cause 8: Lack of structured, sequential instructional support and targeted intervention during this transition results in some students falling behind, particularly those who are At Risk or have additional learning needs.

Problem Statement 8 Areas: Student Learning

Problem Statement 9: The percentage of At Risk students increased from 32% to 39%, Special Education students from 33% to 37%, and Emergent Bilingual students from 12% to 14%, indicating a growing population of students requiring additional support to access grade-level instruction.

Root Cause 9: Limited staffing, targeted intervention time, and professional development for teachers in differentiated instruction and bilingual/ESL strategies reduce the campus's capacity to meet the academic needs of these populations.

Problem Statement 9 Areas: Student Learning

Problem Statement 10: Observed growth data show that several grades, particularly in math (grades 2-4), did not meet expected growth targets, suggesting that students who are falling behind are not being identified and supported early enough.

Root Cause 10: Inconsistent use of formative assessment data and progress monitoring systems limits the campus's ability to implement timely, effective interventions for students at risk of not meeting grade-level standards.

Problem Statement 10 Areas: Student Learning

Problem Statement 11: Teachers are still developing their capacity to fully understand and implement the depth and complexity of the TEKS standards.

Root Cause 11: Limited time and experience unpacking standards during PLCs and inconsistent opportunities for coaching support across all grade levels.

Problem Statement 11 Areas: School Processes & Programs

Problem Statement 12: Our instruction isn't keeping up with the growing social emotional needs and decision making skills students are needing to be successful.

Root Cause 12: 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 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: Our staff does not have the skills to support the students who have heavy language acquisition needs.
Problem Statement 13 Areas: School Processes & Programs

Problem Statement 14: Our MTSS program lacks opportunities for students to receive the supports they need on a consistent basis.
Root Cause 14: Our MTSS interventionist also serves our emergent bilingual students so time is limited.
Problem Statement 14 Areas: School Processes & Programs

Problem Statement 15: PTA engagement is strong, but broader community partnerships are limited.
Root Cause 15: Efforts to expand partnerships beyond the PTA to include local organizations, businesses, and community leaders have not been fully developed or prioritized.
Problem Statement 15 Areas: Perceptions

Problem Statement 16: While families report strong connections to the campus, not all parent groups are consistently engaged in school activities and decision-making.
Root Cause 16: Communication strategies and outreach efforts are not always differentiated to meet the diverse needs of all families (e.g., language, scheduling, and accessibility).
Problem Statement 16 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			
	Formative			Summative
	Nov	Jan	Mar	May
Strategy 1: 85% of students will demonstrate grade-level writing proficiency by producing compositions with a clear topic, supporting details, and accurate use of content-specific vocabulary in at least three out of four content-area writing samples, as measured by a campus writing rubric.				
Strategy's Expected Result/Impact: Students will demonstrate stronger grade-level writing proficiency across all content areas. Specifically, 85% of students will be able to organize their writing around a clear topic, provide supporting details, and accurately use content-specific vocabulary. This will improve overall performance on district and state writing assessments and enhance students' ability to communicate effectively in academic settings. Teachers will have consistent expectations for writing through the use of a calibrated campus rubric. Instruction across grade levels and content areas will become more aligned, leading to improved integration of writing in all subjects. Teachers will also be better equipped to provide targeted feedback that supports student growth in writing. The campus will build a culture of writing proficiency, ensuring that students are prepared for future academic success. Vertical alignment of writing expectations will strengthen instructional continuity from grade to grade. **Staff Responsible for Monitoring:** classroom teachers, campus administration **Problem Statements:** Demographics 2, 3, 4, 5 - Student Learning 1, 3, 4 - School Processes & Programs 1, 3, 4				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2: 100% of students will demonstrate at least one year of academic growth in reading, as measured by district-approved progress monitoring tools and/or state assessments. **Strategy's Expected Result/Impact:** All students will demonstrate measurable academic growth in reading. Specifically, 100% of students will make at least one year of progress, which will reduce the number of students performing below grade level and increase overall proficiency rates on district and state reading assessments. Teachers will consistently use progress monitoring data to inform instruction, adjust interventions, and provide targeted support. Instructional practices across classrooms will become more responsive to individual student needs, ensuring equitable access to reading success. A culture of literacy will be strengthened campus-wide. Early intervention, aligned instructional practices, and ongoing monitoring will ensure that students leave each grade level on track for long-term academic achievement. **Staff Responsible for Monitoring:** classroom teachers, campus administration **Problem Statements:** Demographics 1, 2, 3, 4, 5 - Student Learning 1, 3, 4 - School Processes & Programs 1				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: As the number of students identified as At Risk, Emergent Bilingual, and receiving Special Education services increases, the campus must ensure adequate staffing, professional development, and instructional resources to effectively meet student needs. **Root Cause**: Current resource allocation has not kept pace with the rising number of students requiring support, leading to challenges with staffing, scheduling intervention time, and sourcing materials to meet targeted student needs.
Problem Statement 2: The percentage of students identified as At Risk increased from 32% to 39%, indicating that nearly 4 out of 10 students require additional academic and/or behavioral interventions to meet grade-level expectations. **Root Cause**: Growth and mobility have limited alignment and consistency in Tier 1 instructional practices, coupled with gaps in early intervention systems caused by limited supports, have contributed to a growing number of students being identified as At Risk.
Problem Statement 3: Special Education enrollment increased from 33% to 37%, signaling a growing demand for differentiated instruction, inclusive practices, and specialized support to ensure students with disabilities achieve academic success. **Root Cause**: General education teachers need ongoing professional development in inclusive instructional strategies, and additional resources are required to meet the diverse learning needs of students with disabilities.
Problem Statement 4: The Emergent Bilingual population grew from 12% to 14%, demonstrating the need for enhanced instructional strategies and targeted supports to accelerate English language acquisition while maintaining content mastery. **Root Cause**: Instructional staff require additional training and support in implementing effective sheltered instruction and integrating academic language development into daily instruction across content areas.
Problem Statement 5: The rising percentages of students with additional needs present a risk of inequitable access to rigorous coursework and enrichment opportunities if systems of support are not strengthened and closely monitored. **Root Cause**: Systems for monitoring equitable access and progress for diverse learners are inconsistent, limiting the campus's ability to ensure all students fully participate in rigorous academic opportunities.

Student Learning

Problem Statement 1: Reading proficiency declines in grades 2-5, with only 58% of 2nd graders reading on or above grade level and 81% of 5th graders meeting STAAR Approaches standards in 2025. Observed growth data show that 4th-grade reading growth (6%) fell slightly below expected growth (6.8%), indicating that a subset of students is not achieving grade-level reading outcomes. **Root Cause**: Gaps in instructional alignment and scaffolding across grades, combined with inconsistent use of evidence-based intervention strategies, contribute to uneven reading growth as students progress from early to upper elementary grades.

Problem Statement 3: Students experience a critical dip in academic performance and growth during the transition from 1st to 3rd grade, as evidenced by mClass reading data (70% in 1st grade to 58% in 2nd grade) and observed growth trends. **Root Cause**: Lack of structured, sequential instructional support and targeted intervention during this transition results in some students falling behind, particularly those who are At Risk or have additional learning needs.

Problem Statement 4: The percentage of At Risk students increased from 32% to 39%, Special Education students from 33% to 37%, and Emergent Bilingual students from 12% to 14%, indicating a growing population of students requiring additional support to access grade-level instruction. **Root Cause**: Limited staffing, targeted intervention time, and professional development for teachers in differentiated instruction and bilingual/ESL strategies reduce the campus's capacity to meet the academic needs of these populations.

School Processes & Programs

Problem Statement 1: Teachers are still developing their capacity to fully understand and implement the depth and complexity of the TEKS standards. **Root Cause**: Limited time and experience unpacking standards during PLCs and inconsistent opportunities for coaching support across all grade levels.

Problem Statement 3: Our emergent bilingual process lacks opportunities for students to receive language interventions on a consistent basis. **Root Cause**: Our staff does not have the skills to support the students who have heavy language acquisition needs.

Problem Statement 4: Our MTSS program lacks opportunities for students to receive the supports they need on a consistent basis. **Root Cause**: Our MTSS interventionist also serves our emergent bilingual students so time is limited.

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

Performance Objective 2: Academic Progress
1.2 Our students will achieve individualized academic goals to reach a year's growth or more in all content areas.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
Strategy 1: 85% of students will demonstrate proficiency on three identified Mathematical Process Standards, as measured by performance on a campus-developed rubric. **Strategy's Expected Result/Impact:** By focusing on the Mathematical Process Standards, 85% of students will be able to apply problem-solving models, select and use appropriate tools, and communicate mathematical reasoning effectively. This will lead to improved performance on campus assessments, district benchmarks, and state math assessments. Teachers will have a common framework for assessing math processes through the campus rubric, ensuring consistent expectations across grade levels and stronger alignment to the TEKS Mathematical Process Standards. **Staff Responsible for Monitoring:** classroom teachers, campus administration **Problem Statements:** Demographics 1, 2, 3, 4, 5 - Student Learning 2, 4, 5 - School Processes & Programs 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2: 100% of teachers will intentionally plan and post daily learning targets that directly address mastery of the content standards, ensuring clarity of instruction and alignment to grade-level expectations. **Strategy's Expected Result/Impact:** Students will understand what they are expected to learn each day and be able to articulate the learning target in their own words. This clarity will lead to improved focus, higher engagement, and stronger achievement on grade-level standards. Teachers will plan with greater intentionality, ensuring that instruction, activities, and assessments are directly aligned to the content standards. Consistent use of learning targets will create coherence across classrooms and grade levels. A culture of clarity and accountability will be established, with learning targets visibly posted and referenced in all classrooms. This practice will support alignment with district and state expectations while reinforcing high standards of instruction campus-wide. **Staff Responsible for Monitoring:** classroom teachers, campus administration **Problem Statements:** Demographics 2, 3, 4, 5 - Student Learning 1, 2, 3, 4, 5 - School Processes & Programs 1				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
Strategy 3: Teachers will utilize common formative assessments to inform instructional decisions and set individualized student goals based on demonstrated needs, ensuring targeted support and progress toward mastery of grade-level standards. **Strategy's Expected Result/Impact:** Students will receive timely, targeted feedback on their learning progress and will actively participate in setting individual goals. This will increase student ownership of learning, close achievement gaps, and support growth toward mastery of grade-level standards. Teachers will use common formative assessment data to make informed instructional decisions, adjust lesson delivery, and differentiate instruction based on student needs. Collaboration within PLCs will strengthen alignment of expectations and interventions across grade levels. The consistent use of common formative assessments will create a data-driven culture where instruction and interventions are responsive to student performance. This practice will ensure equity in instructional support and promote continuous improvement campus-wide. **Staff Responsible for Monitoring:** classroom teachers, campus administration **Problem Statements:** Demographics 1, 2, 3, 4, 5 - Student Learning 1, 2, 3, 4, 5 - School Processes & Programs 1				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
Strategy 4: 100% of teachers will monitor individual student goals to track progress and determine mastery of learning objectives, ensuring timely feedback and targeted support for all students. **Strategy's Expected Result/Impact:** Students will receive timely feedback on their progress toward individual goals, which will increase ownership of their learning and improve rates of mastery. Goal monitoring will help students clearly understand their strengths, areas for growth, and next steps. Teachers will use ongoing monitoring of individual student goals to adjust instruction, differentiate support, and provide targeted interventions. This will ensure that instruction is responsive to student needs and aligned to mastery of grade-level standards. A culture of accountability and continuous improvement will be reinforced across the campus. Consistent monitoring of student goals will create alignment among teachers, strengthen PLC data conversations, and promote equity by ensuring all students receive the support needed to achieve mastery. **Staff Responsible for Monitoring:** classroom teachers, campus administration **Problem Statements:** Demographics 1, 2, 3, 4, 5 - Student Learning 1, 2, 3, 4, 5 - School Processes & Programs 2, 3, 4				

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 2 Problem Statements:

Demographics

Problem Statement 1: As the number of students identified as At Risk, Emergent Bilingual, and receiving Special Education services increases, the campus must ensure adequate staffing, professional development, and instructional resources to effectively meet student needs. **Root Cause**: Current resource allocation has not kept pace with the rising number of students requiring support, leading to challenges with staffing, scheduling intervention time, and sourcing materials to meet targeted student needs.

Problem Statement 2: The percentage of students identified as At Risk increased from 32% to 39%, indicating that nearly 4 out of 10 students require additional academic and/or behavioral interventions to meet grade-level expectations. **Root Cause**: Growth and mobility have limited alignment and consistency in Tier 1 instructional practices, coupled with gaps in early intervention systems caused by limited supports, have contributed to a growing number of students being identified as At Risk.

Problem Statement 3: Special Education enrollment increased from 33% to 37%, signaling a growing demand for differentiated instruction, inclusive practices, and specialized support to ensure students with disabilities achieve academic success. **Root Cause**: General education teachers need ongoing professional development in inclusive instructional strategies, and additional resources are required to meet the diverse learning needs of students with disabilities.

Problem Statement 4: The Emergent Bilingual population grew from 12% to 14%, demonstrating the need for enhanced instructional strategies and targeted supports to accelerate English language acquisition while maintaining content mastery. **Root Cause**: Instructional staff require additional training and support in implementing effective sheltered instruction and integrating academic language development into daily instruction across content areas.

Problem Statement 5: The rising percentages of students with additional needs present a risk of inequitable access to rigorous coursework and enrichment opportunities if systems of support are not strengthened and closely monitored. **Root Cause**: Systems for monitoring equitable access and progress for diverse learners are inconsistent, limiting the campus's ability to ensure all students fully participate in rigorous academic opportunities.

Student Learning

Problem Statement 1: Reading proficiency declines in grades 2-5, with only 58% of 2nd graders reading on or above grade level and 81% of 5th graders meeting STAAR Approaches standards in 2025. Observed growth data show that 4th-grade reading growth (6%) fell slightly below expected growth (6.8%), indicating that a subset of students is not achieving grade-level reading outcomes. **Root Cause**: Gaps in instructional alignment and scaffolding across grades, combined with inconsistent use of evidence-based intervention strategies, contribute to uneven reading growth as students progress from early to upper elementary grades.

Problem Statement 2: Math proficiency and growth are inconsistent across grades, with 3rd and 4th graders falling short of expected growth targets (observed growth: 14% and 11%; expected: 16.9% and 14.1%), and 5th-grade STAAR performance declining from 90% to 80% Approaches. This indicates students are not consistently mastering grade-level math standards. **Root Cause**: Insufficient alignment of math instruction across grade levels, combined with limited targeted interventions for students struggling with foundational and grade-level math skills, impedes consistent growth.

Problem Statement 3: Students experience a critical dip in academic performance and growth during the transition from 1st to 3rd grade, as evidenced by mClass reading data (70% in 1st grade to 58% in 2nd grade) and observed growth trends. **Root Cause**: Lack of structured, sequential instructional support and targeted intervention during this transition results in some students falling behind, particularly those who are At Risk or have additional learning needs.

Problem Statement 4: The percentage of At Risk students increased from 32% to 39%, Special Education students from 33% to 37%, and Emergent Bilingual students from 12% to 14%, indicating a growing population of students requiring additional support to access grade-level instruction. **Root Cause**: Limited staffing, targeted intervention time, and professional development for teachers in differentiated instruction and bilingual/ESL strategies reduce the campus's capacity to meet the academic needs of these populations.

Problem Statement 5: Observed growth data show that several grades, particularly in math (grades 2-4), did not meet expected growth targets, suggesting that students who are falling behind are not being identified and supported early enough. **Root Cause**: Inconsistent use of formative assessment data and progress monitoring systems limits the campus's ability to implement timely, effective interventions for students at risk of not meeting grade-level standards.

School Processes & Programs

Problem Statement 1: Teachers are still developing their capacity to fully understand and implement the depth and complexity of the TEKS standards. **Root Cause**: Limited time and experience unpacking standards during PLCs and inconsistent opportunities for coaching support across all grade levels.

School Processes & Programs

Problem Statement 2: 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 3: Our emergent bilingual process lacks opportunities for students to receive language interventions on a consistent basis. **Root Cause**: Our staff does not have the skills to support the students who have heavy language acquisition needs.

Problem Statement 4: Our MTSS program lacks opportunities for students to receive the supports they need on a consistent basis. **Root Cause**: Our MTSS interventionist also serves our emergent bilingual students so time is limited.

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

Performance Objective 3: College, Career, Military & Life Readiness
1.3 Our students will graduate life ready and prepared for success in career, college, or military service.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
Strategy 1: All campus staff will align the campus house points system to Core Value feedback in order to promote consistent reinforcement of positive behaviors, strengthen student character, and build a unified campus culture. **Strategy's Expected Result/Impact:** Students will develop a clearer understanding of the campus Core Values and connect their daily behaviors to those values. As a result, students will demonstrate improved decision-making, positive peer interactions, and increased ownership of their actions. Teachers and staff will provide consistent, constructive feedback linked directly to Core Values. This alignment will reinforce behavioral expectations, reduce inconsistencies across classrooms, and ensure that recognition systems are meaningful and instructional. A unified house points system tied to Core Value feedback will foster a stronger sense of community and shared purpose. The alignment will strengthen campus culture, celebrate positive behaviors, and create a supportive environment where Core Values are embedded in daily routines. **Staff Responsible for Monitoring:** classroom teachers, campus administration **Problem Statements:** School Processes & Programs 2				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2: 100% of staff will consistently hold students accountable to the Core 4 expectations -- being polite, greeting others, demonstrating efficiency, and taking initiative -- in order to foster a positive and productive campus culture. **Strategy's Expected Result/Impact:** Students will consistently demonstrate the Core 4 behaviors -- being polite, greeting others, working efficiently, and taking initiative. This will strengthen student character, interpersonal skills, and ownership of their learning. Teachers will establish and reinforce consistent behavioral expectations across all classrooms, creating predictable routines and reducing time spent on redirection. This consistency will allow for more time focused on instruction and student engagement. A unified focus on the Core 4 will build a positive and respectful school culture where students and staff share common expectations. This will enhance relationships, improve campus climate, and contribute to overall student success. **Staff Responsible for Monitoring:** campus staff **Problem Statements:** School Processes & Programs 2				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 3 Problem Statements:

School Processes & Programs
Problem Statement 2: 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.

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			
	Formative			Summative
	Nov	Jan	Mar	May
Strategy 1: Nance Elementary will strengthen a culture of professional growth and support by providing regular opportunities for staff to recognize one another, celebrate accomplishments, and engage in collaborative learning to continually improve instructional practice. **Strategy's Expected Result/Impact:** Teachers and staff will feel valued, supported, and recognized for their contributions. Increased morale and collaboration will encourage staff to share best practices, engage in professional dialogue, and celebrate collective success. A culture of recognition and professional growth will strengthen teacher efficacy and instructional quality. Teachers will be more motivated to implement innovative strategies, reflect on their practice, and grow together in their craft. The campus will maintain a positive, supportive culture that fosters both personal and professional growth. Celebrations of accomplishments and collaborative learning will enhance staff retention, build trust, and contribute to overall school improvement. **Staff Responsible for Monitoring:** campus staff, campus administration **Problem Statements:** Demographics 1 - School Processes & Programs 1 - Perceptions 2				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: As the number of students identified as At Risk, Emergent Bilingual, and receiving Special Education services increases, the campus must ensure adequate staffing, professional development, and instructional resources to effectively meet student needs. **Root Cause**: Current resource allocation has not kept pace with the rising number of students requiring support, leading to challenges with staffing, scheduling intervention time, and sourcing materials to meet targeted student needs.
School Processes & Programs
Problem Statement 1: Teachers are still developing their capacity to fully understand and implement the depth and complexity of the TEKS standards. **Root Cause**: Limited time and experience unpacking standards during PLCs and inconsistent opportunities for coaching support across all grade levels.

Perceptions
Problem Statement 2: While families report strong connections to the campus, not all parent groups are consistently engaged in school activities and decision-making. **Root Cause**: Communication strategies and outreach efforts are not always differentiated to meet the diverse needs of all families (e.g., language, scheduling, and accessibility).

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

Performance Objective 2: Value
2.2 Northwest ISD will invest in all staff through a culture of support, development, and empowerment to make a positive impact on the learning community.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
Strategy 1: Nance Elementary PLCs will be intentionally planned and facilitated through the lens of the four guiding PLC questions in order to strengthen collaboration, align instruction, and ensure student learning is the focus of all team discussions. **Strategy's Expected Result/Impact:** Students will benefit from more consistent, aligned instruction across classrooms and grade levels. Targeted interventions and enrichment opportunities will be more effectively planned, leading to higher levels of student achievement. Teachers will engage in deeper collaboration by consistently using the four guiding PLC questions. This will result in more intentional lesson planning, improved data analysis, and instructional decisions that are directly responsive to student needs. The PLC structure will create a culture of collective responsibility for student learning. Alignment to the four PLC questions will ensure that professional collaboration is purposeful, systematic, and focused on continuous improvement. **Staff Responsible for Monitoring:** campus staff, campus administration **Problem Statements:** Demographics 1, 2, 3, 4, 5 - Student Learning 1, 2, 3, 4, 5 - School Processes & Programs 1, 3, 4				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: As the number of students identified as At Risk, Emergent Bilingual, and receiving Special Education services increases, the campus must ensure adequate staffing, professional development, and instructional resources to effectively meet student needs. **Root Cause**: Current resource allocation has not kept pace with the rising number of students requiring support, leading to challenges with staffing, scheduling intervention time, and sourcing materials to meet targeted student needs.
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Demographics

Problem Statement 3: Special Education enrollment increased from 33% to 37%, signaling a growing demand for differentiated instruction, inclusive practices, and specialized support to ensure students with disabilities achieve academic success. **Root Cause**: General education teachers need ongoing professional development in inclusive instructional strategies, and additional resources are required to meet the diverse learning needs of students with disabilities.

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Problem Statement 5: The rising percentages of students with additional needs present a risk of inequitable access to rigorous coursework and enrichment opportunities if systems of support are not strengthened and closely monitored. **Root Cause**: Systems for monitoring equitable access and progress for diverse learners are inconsistent, limiting the campus's ability to ensure all students fully participate in rigorous academic opportunities.

Student Learning

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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			
	Formative			Summative
	Nov	Jan	Mar	May
Strategy 1: Nance Elementary PLCs will meet consistently to build teacher capacity within content areas and collaboratively plan for PLC and campus next steps, ensuring instructional alignment, effective use of data, and continuous improvement in student learning. **Strategy's Expected Result/Impact:** Students will experience more consistent, high-quality instruction across classrooms and grade levels. As a result, student achievement and mastery of grade-level standards will improve through targeted instruction and aligned supports. Teachers will strengthen their content knowledge and instructional practices by engaging in focused PLC discussions, data analysis, and collaborative planning. Instruction will be more intentional, differentiated, and responsive to student needs. The campus will foster a culture of collaboration and shared accountability. PLCs will serve as a structure for identifying campus priorities, monitoring progress, and setting next steps, ensuring continuous improvement and alignment with schoolwide goals. **Staff Responsible for Monitoring:** campus staff, campus administration **Problem Statements:** Demographics 1, 2, 3, 4, 5 - Student Learning 1, 2, 3, 4, 5 - School Processes & Programs 1, 3, 4				

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 3 Problem Statements:

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Problem Statement 5: Observed growth data show that several grades, particularly in math (grades 2-4), did not meet expected growth targets, suggesting that students who are falling behind are not being identified and supported early enough. **Root Cause**: Inconsistent use of formative assessment data and progress monitoring systems limits the campus's ability to implement timely, effective interventions for students at risk of not meeting grade-level standards.

School Processes & Programs

Problem Statement 1: Teachers are still developing their capacity to fully understand and implement the depth and complexity of the TEKS standards. **Root Cause**: Limited time and experience unpacking standards during PLCs and inconsistent opportunities for coaching support across all grade levels.

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Problem Statement 4: Our MTSS program lacks opportunities for students to receive the supports they need on a consistent basis. **Root Cause**: Our MTSS interventionist also serves our emergent bilingual students so time is limited.

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			
	Formative			Summative
	Nov	Jan	Mar	May
Strategy 1: Nance Elementary staff will intentionally plan and implement opportunities to showcase the cultural richness of the campus in order to celebrate diversity, strengthen student identity, and build connections with families and the broader community. **Strategy's Expected Result/Impact:** Students will feel valued and represented as their cultural backgrounds are celebrated and showcased. This will increase student pride, strengthen identity, and foster a greater sense of belonging on campus. Teachers will incorporate opportunities to highlight cultural diversity within lessons, projects, and campus events. This will enhance student engagement, deepen learning connections, and promote cultural awareness across the curriculum. The campus will strengthen its partnership with families and the community by intentionally creating opportunities to share and celebrate cultural richness. These efforts will build stronger relationships, enhance trust, and foster a welcoming and inclusive school environment. **Staff Responsible for Monitoring:** campus staff, campus administration **Problem Statements:** Perceptions 1, 2				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Perceptions
Problem Statement 1: PTA engagement is strong, but broader community partnerships are limited. **Root Cause**: Efforts to expand partnerships beyond the PTA to include local organizations, businesses, and community leaders have not been fully developed or prioritized.
Problem Statement 2: While families report strong connections to the campus, not all parent groups are consistently engaged in school activities and decision-making. **Root Cause**: Communication strategies and outreach efforts are not always differentiated to meet the diverse needs of all families (e.g., language, scheduling, and accessibility).

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

Performance Objective 2: Culture
3.2 Northwest ISD will model and instill a culture of belonging where all students, staff, families, and community voices are heard and valued.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
Strategy 1: Nance Elementary will continue to engage a parent and community advisory committee that meets regularly throughout the year to provide feedback on campus initiatives and collaboratively plan for future needs, strengthening school-family-community partnerships. **Strategy's Expected Result/Impact:** Parents and community members will have meaningful opportunities to share input, provide feedback, and collaborate with the school on campus initiatives. This will increase family engagement and build stronger trust between the school and the community. Teacher and staff decisions will be informed by parent and community perspectives, ensuring that instructional practices and campus priorities reflect the needs and values of the school community. The advisory committee will help create a culture of shared responsibility and continuous improvement. By engaging families and community stakeholders in decision-making, the campus will strengthen partnerships, plan strategically for future needs, and enhance overall school climate. **Staff Responsible for Monitoring:** campus staff, campus administration **Problem Statements:** Perceptions 1, 2				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Perceptions
Problem Statement 1: PTA engagement is strong, but broader community partnerships are limited. **Root Cause**: Efforts to expand partnerships beyond the PTA to include local organizations, businesses, and community leaders have not been fully developed or prioritized.
Problem Statement 2: While families report strong connections to the campus, not all parent groups are consistently engaged in school activities and decision-making. **Root Cause**: Communication strategies and outreach efforts are not always differentiated to meet the diverse needs of all families (e.g., language, scheduling, and accessibility).

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			
	Formative			Summative
	Nov	Jan	Mar	May
Strategy 1: Nance Elementary will provide family and community education opportunities that are responsive to identified needs, supporting parents and community members in actively engaging with and contributing to student success. **Strategy's Expected Result/Impact:** Families and community members will have access to meaningful learning opportunities that address their needs, increase their knowledge of how to support students, and strengthen their connection to the school. Teachers and staff will benefit from increased collaboration with families and community members who are more informed and engaged. This will support instructional efforts by reinforcing learning strategies and academic supports at home. The campus will foster a stronger culture of partnership, where families and community stakeholders are active contributors to student growth and school improvement. These opportunities will enhance trust, communication, and shared accountability for student success. **Staff Responsible for Monitoring:** campus staff, campus administration **Problem Statements:** Perceptions 1, 2				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 3 Problem Statements:

Perceptions
Problem Statement 1: PTA engagement is strong, but broader community partnerships are limited. **Root Cause**: Efforts to expand partnerships beyond the PTA to include local organizations, businesses, and community leaders have not been fully developed or prioritized.
Problem Statement 2: While families report strong connections to the campus, not all parent groups are consistently engaged in school activities and decision-making. **Root Cause**: Communication strategies and outreach efforts are not always differentiated to meet the diverse needs of all families (e.g., language, scheduling, and accessibility).

Northwest Independent School District

Perrin Elementary School

2025-2026 Campus Improvement Plan



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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
35.26%	24.68%	20.19%	4.65%	13.62%	36.38%	23.32%	2.24%	6.41%	6.73%	28.75%	46.96%	23%	0

Perrin Elementary School is in its second year of operation and is located within a growing neighborhood community, and was identified as a Title 1 Campus in 2025-26. We serve a diverse student population that reflects a wide range of cultural, linguistic, and socioeconomic backgrounds. Enrollment data show representation across all student groups, including students served by special education, English learners, and gifted and talented programs.

Our staff is composed of 66 full-time staff, 5 half-time staff, and 10 itinerant staff who provide instruction and campus support. The average teacher has 9 years of classroom experience, and 100% of our teaching staff are certified. Seven teachers are currently teaching on a Statement of Eligibility through an Alternative Teaching Certification program, reflecting both our growth and commitment to supporting educators as they enter the profession. We continue to focus on teacher retention and recruitment, while maintaining strong paraprofessional support across grade levels and programs.

Demographics Strengths

Staff & Teaching Strengths

- Experienced staff: Average of 9 years of teaching experience brings strong instructional expertise.
- Certified educators: 100% of teachers are certified, ensuring high-quality instruction.
- Commitment to growth: 7 teachers entering through alternative certification add fresh perspectives and energy while being supported by veteran colleagues.
- Ongoing professional learning: staff participation in optional summer book studies focused on family engagement and leadership reflects a strong culture of learning and continuous improvement.
- Strong staffing ratios: Student-to-teacher and paraprofessional support ratios allow for individualized attention.

Student & Community Strengths

- Diverse student population: Students bring varied cultural and linguistic backgrounds that enrich the campus culture and learning environment.
- Neighborhood-based community: Strong potential for family engagement and long-term community partnerships since many students live nearby.
- Participation in programs: Enrollment in advanced coursework, CCMR-aligned programs, and special programs is growing.
- Positive attendance and retention trends (if your data supports this — otherwise you could highlight "focus on attendance and engagement").

Campus Culture Strengths

- New campus energy: As a second-year school, the staff and families are helping shape a positive culture and strong traditions.
- Title I identification: Provides additional resources to strengthen academic programs and family engagement supports.
- Collaborative staff: Teachers and staff are engaged in building systems together, which fosters alignment and innovation.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Achievement gaps persist among student groups, highlighting the need for targeted instructional supports to ensure equitable opportunities and growth for all learners.
Root Cause: As a new campus, Perrin was not designated Title I until this year, limiting access to additional resources and supports. Many students entered Perrin with significant learning gaps and varied foundational skills, creating a need for robust intervention systems and differentiated instruction.

Problem Statement 2 (Prioritized): A significant portion of the teaching staff is new to the district or new to teaching, and some staff have transitioned from non-classroom roles, creating challenges in maintaining consistent instructional experience and expertise across classrooms.
Root Cause: 38% of teachers are new to NISD this year, including 7 who are new to the teaching profession. 2 teachers have been reallocated from campus specialists roles to classroom teaching.

Problem Statement 3 (Prioritized): Family engagement systems are not yet fully established, limiting consistent communication, collaboration, and involvement in student learning across the campus.
Root Cause: As a second-year campus and newly identified Title I school, family engagement systems and processes are still being established. Staff are building relationships and routines with a diverse student population, resulting in inconsistent family participation in academic and school-wide initiatives.

Problem Statement 4 (Prioritized): Math and Reading growth in upper grades (4th and 5th) falls below expected levels.
Root Cause: Foundational skills are not fully reinforced, and upper-grade instructional practices are still developing. As a new and newly identified Title I school, targeted supports and progress monitoring are just being established.

Problem Statement 5: Achievement gaps are present among student groups -- including English learners, students with disabilities, and economically disadvantaged students -- with the greatest gaps appearing in math and in the upper grades.
Root Cause: Many students entered Perrin Elementary with significant learning gaps. As a newly opened campus and recently designated Title I school, instructional systems, data-driven practices, and consistent implementation of differentiated instruction are still being developed, creating an opportunity to strengthen focused teaching and learning practices.

Problem Statement 6: The campus received an overall F accountability rating, reflecting low achievement and growth.
Root Cause: As a second-year campus and newly identified Title I school, systems for monitoring growth and using data to guide instruction are still being refined. Limited access to

Title I resources during the first year also contributed to low growth.

Student Learning

Student Learning Summary

2025 EOY mClass	K	1	2	3	4	5
% On/Above Reading Level	73%	65%	74%	53%	N/A	N/A
% Met Growth Projection	79%	82%	84%	76%	N/A	N/A

Based on the 2025 End-of-Year mClass data, our early-grade students demonstrate varying levels of reading proficiency and growth. In Kindergarten, 73% of students are on or above grade-level reading, followed by 65% in 1st grade and 74% in 2nd grade. In 3rd grade, 53% of students are reading on or above grade level.

While many students are meeting grade-level expectations, the lower percentage in 3rd grade highlights the need for continued focus on reading interventions and targeted support. Growth projection data SHOWS , but moving forward, monitoring progress and ensuring students meet or exceed growth expectations will be a priority.

STAAR Data	2024 3rd Grade Reading	2025 3rd Grade Reading	2024 4th Grade Reading	2025 4th Grade Reading	2024 5th Grade Reading	2025 5th Grade Reading
% Approaches and higher	N/A	79%	N/A	69%	N/A	57%

Grade Level & Test	2024 3rd Grade Math	2025 3rd Grade Math	2024 4th Grade Math	2025 4th Grade Math	2024 5th Grade Math	2025 5th Grade Math
% Approaches and higher	N/A	69%	N/A	48%	N/A	42%

Our 2025 STAAR results indicate that student performance in grades 3–5 shows strengths in early grade levels but declines in upper grades, particularly in math. In 3rd grade, 79% of students met Approaches grade-level expectations in reading and 69% in math. In 4th grade, 69% met Approaches in reading and 48% in math, and in 5th grade, 57% met Approaches in reading and 42% in math.

Our campus accountability rating is currently F, reflecting low overall achievement and growth. As a result, our primary focus is on accelerating student growth, particularly in upper-grade reading and math. Targeted interventions, progress monitoring, and data-driven instructional practices are being prioritized to ensure students make measurable academic gains and close existing learning gaps.

MAP Growth Data Spring 24- Spring 25

	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	12.7	16	9.8	11	6.5	5	5.1	6

	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	16.3	17	16.9	17	14.2	9	10.7	7

MAP Growth results from Spring 2024 to Spring 2025 show that students in grades 2–5 generally met or exceeded expected growth in reading and math in the lower grades, with mixed results in the upper grades.

- Reading: 2nd grade students exceeded expected growth (Observed 16 vs. Expected 12.7) and 3rd grade students slightly exceeded expectations (Observed 11 vs. Expected 9.8). In 4th grade, observed growth fell slightly below expectations (5 vs. 6.5), while 5th grade students slightly exceeded expected growth (6 vs. 5.1).
- Math: 2nd and 3rd grade students met or slightly exceeded growth expectations (Observed 17 vs. Expected 16.3 and 16.9). In 4th and 5th grades, observed growth fell below expected targets (9 vs. 14.2 and 7 vs. 10.7), indicating a need for additional support in upper-grade math.

These results suggest that while early-grade students are making strong gains, growth in the upper grades, particularly in math, is an area of focus. The campus is prioritizing targeted interventions and instructional strategies to accelerate growth so students reach or exceed expectations.

Student Learning Strengths

Students are demonstrating strong foundational growth in early grades, particularly in 2nd and 3rd grade reading and math, where observed MAP growth often meets or exceeds expected targets. Third-grade reading performance is a notable strength, with 79% of students meeting Approaches grade-level expectations on STAAR. Many students are making measurable gains on mClass assessments, showing that targeted instruction and early interventions are beginning to positively impact student learning.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Achievement gaps are present among student groups -- including English learners, students with disabilities, and economically disadvantaged students -- with the greatest gaps appearing in math and in the upper grades.
Root Cause: Many students entered Perrin Elementary with significant learning gaps. As a newly opened campus and recently designated Title I school, instructional systems, data-driven practices, and consistent implementation of differentiated instruction are still being developed, creating an opportunity to strengthen focused teaching and learning practices.

Problem Statement 2 (Prioritized): Math and Reading growth in upper grades (4th and 5th) falls below expected levels.
Root Cause: Foundational skills are not fully reinforced, and upper-grade instructional practices are still developing. As a new and newly identified Title I school, targeted supports and progress monitoring are just being established.

Problem Statement 3: The campus received an overall F accountability rating, reflecting low achievement and growth.
Root Cause: As a second-year campus and newly identified Title I school, systems for monitoring growth and using data to guide instruction are still being refined. Limited access to Title I resources during the first year also contributed to low growth.

Problem Statement 4 (Prioritized): Achievement gaps persist among student groups, highlighting the need for targeted instructional supports to ensure equitable opportunities and growth for all learners.
Root Cause: As a new campus, Perrin was not designated Title I until this year, limiting access to additional resources and supports. Many students entered Perrin with significant learning gaps and varied foundational skills, creating a need for robust intervention systems and differentiated instruction.

Problem Statement 5 (Prioritized): A significant portion of the teaching staff is new to the district or new to teaching, and some staff have transitioned from non-classroom roles,

creating challenges in maintaining consistent instructional experience and expertise across classrooms.
Root Cause: 38% of teachers are new to NISD this year, including 7 who are new to the teaching profession. 2 teachers have been reallocated from campus specialists roles to classroom teaching.

School Processes & Programs

School Processes & Programs Summary

Curriculum and Instruction

- 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:
        - District Developed Reading Curriculum, Lucy Calkins Writing, Heggerty, UFLI, Origo, Saavas, Imagine Math, and iReady,

Professional Learning

- Professional Learning is strategically planned based upon Campus Goals, District Initiatives, Student Data, and Teacher Need
    - Weekly Grade Level PLCs focus on data analysis, responsive planning, and professional learning
    - Thursday afternoon Professional Learning Meetings and Extended PLCs
    - Collaboration with Content Coaches and other specialists such as Special Education personnel and Interventionists
    - Quarterly Extended Planning Time to map out TEKS, assessments, and long-range planning
    - Coaching opportunities for teachers with our Campus Instructional Teacher, New Teacher Coach, New to Special Education Coach, District Content Coaches

Leadership and Decision-Making Processes

- Leadership and decision-making processes are collaborative and focused on goal attainment
    - Collaborative partners include the Assistant Principal, Campus Instructional Teacher, Instructional Leadership Team, Teachers, Service Providers, District Level Administrators, and Instructional Coaches

Communication

- 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 streamlines 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 and Context, Scheduling, Support Services, Extracurricular/Cocurricular Opportunities

- Strategic planning considers need, timing, goals, professional learning needs
- 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
    - 3rd, 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

Perrin Elementary's curriculum is standards-driven, aligned to TEKS and the District Scope and Sequence, and supported by a range of research-based resources, including Lucy Calkins Writing, Heggerty, UFLI, Origo, Savvas, Imagine Math, i-Ready, and the district reading curriculum.

Professional learning is strategic and data-driven, with weekly PLCs, extended planning sessions, and access to content coaches, interventionists, and special education staff. Leadership and decision-making are collaborative, involving administrators, instructional coaches, and teacher leaders, ensuring decisions support campus goals.

Communication is clear and consistent through weekly newsletters (*The Kitty Chronicles*), ILT minutes, and administrative meetings.

Organization and support systems include a master schedule with uninterrupted instructional blocks, built-in intervention and math acceleration time, and comprehensive support services from counselors, special education staff, and instructional coaches.

These processes foster a collaborative culture, aligned instruction, and targeted supports, enabling Perrin to focus on student growth and achievement.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Math and Reading growth in upper grades (4th and 5th) falls below expected levels.
Root Cause: Foundational skills are not fully reinforced, and upper-grade instructional practices are still developing. As a new and newly identified Title I school, targeted supports and progress monitoring are just being established.

Problem Statement 2: Achievement gaps are present among student groups -- including English learners, students with disabilities, and economically disadvantaged students -- with the greatest gaps appearing in math and in the upper grades.
Root Cause: Many students entered Perrin Elementary with significant learning gaps. As a newly opened campus and recently designated Title I school, instructional systems, data-driven practices, and consistent implementation of differentiated instruction are still being developed, creating an opportunity to strengthen focused teaching and learning practices.

Problem Statement 3: The campus received an overall F accountability rating, reflecting low achievement and growth.
Root Cause: As a second-year campus and newly identified Title I school, systems for monitoring growth and using data to guide instruction are still being refined. Limited access to Title I resources during the first year also contributed to low growth.

Problem Statement 4 (Prioritized): Achievement gaps persist among student groups, highlighting the need for targeted instructional supports to ensure equitable opportunities and growth for all learners.
Root Cause: As a new campus, Perrin was not designated Title I until this year, limiting access to additional resources and supports. Many students entered Perrin with significant learning gaps and varied foundational skills, creating a need for robust intervention systems and differentiated instruction.

Problem Statement 5 (Prioritized): A significant portion of the teaching staff is new to the district or new to teaching, and some staff have transitioned from non-classroom roles, creating challenges in maintaining consistent instructional experience and expertise across classrooms.
Root Cause: 38% of teachers are new to NISD this year, including 7 who are new to the teaching profession. 2 teachers have been reallocated from campus specialists roles to classroom teaching.

Problem Statement 6 (Prioritized): Family engagement systems are not yet fully established, limiting consistent communication, collaboration, and involvement in student learning across the campus.
Root Cause: As a second-year campus and newly identified Title I school, family engagement systems and processes are still being established. Staff are building relationships and routines with a diverse student population, resulting in inconsistent family participation in academic and school-wide initiatives.

Problem Statement 7: The PTA Executive Board experienced challenges in membership engagement and volunteer involvement following a leadership restructure last year.
Root Cause: Newly appointed board officers are working to solidify roles, processes, and relationships with families. Systems to increase membership and participation are in development.

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
- PTA Executive Board Members
- Volunteering
- Watch DOGS Program
- Title 1 Committee Members
- Engaging with teachers to facilitate student growth

Teachers are involved in the following ways:

- Community: Campus Culture (Staff & Students), Family Outreach
- Behavior Framework: Tier 1 Instruction and Tier 2 Interventions
- Academics: Instructional Leadership Team

Community Partnerships & Volunteers:

- PTA Members
- Title 1 Committee Members
- Vendor opportunities at PTA events

Communication:

- Weekly Grade Level Newsletters via Parent Square
- Bi-monthly Campus Newsletters
- Campus Announcements as needed
- Direct messages and phone calls as needed

Perceptions Strengths

Perrin Elementary, which opened in Fall 2024, is building strong family and community partnerships. Parents actively engage through PTA membership, executive board participation, volunteering, the Watch DOGS program, Title I committee involvement, and direct collaboration with teachers to support student growth.

Teachers support engagement through initiatives in campus culture and community outreach, behavior framework implementation (Tier 1 and Tier 2), and academic leadership via the Instructional Leadership Team.

The school fosters community partnerships by involving PTA members, Title I committee members, and vendors in campus events.

Communication is consistent and multi-faceted, including weekly grade-level newsletters via Parent Square, bi-monthly campus newsletters, campus announcements, and direct messaging or phone calls as needed. These systems promote a connected, informed, and collaborative school community focused on student success.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Family engagement systems are not yet fully established, limiting consistent communication, collaboration, and involvement in student learning across the campus.
Root Cause: As a second-year campus and newly identified Title I school, family engagement systems and processes are still being established. Staff are building relationships and routines with a diverse student population, resulting in inconsistent family participation in academic and school-wide initiatives.

Problem Statement 2: The PTA Executive Board experienced challenges in membership engagement and volunteer involvement following a leadership restructure last year.
Root Cause: Newly appointed board officers are working to solidify roles, processes, and relationships with families. Systems to increase membership and participation are in development.

Priority Problem Statements

Problem Statement 1: Math and Reading growth in upper grades (4th and 5th) falls below expected levels.

Root Cause 1: Foundational skills are not fully reinforced, and upper-grade instructional practices are still developing. As a new and newly identified Title I school, targeted supports and progress monitoring are just being established.

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

Problem Statement 2: Achievement gaps persist among student groups, highlighting the need for targeted instructional supports to ensure equitable opportunities and growth for all learners.

Root Cause 2: As a new campus, Perrin was not designated Title I until this year, limiting access to additional resources and supports. Many students entered Perrin with significant learning gaps and varied foundational skills, creating a need for robust intervention systems and differentiated instruction.

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

Problem Statement 3: A significant portion of the teaching staff is new to the district or new to teaching, and some staff have transitioned from non-classroom roles, creating challenges in maintaining consistent instructional experience and expertise across classrooms.

Root Cause 3: 38% of teachers are new to NISD this year, including 7 who are new to the teaching profession. 2 teachers have been reallocated from campus specialists roles to classroom teaching.

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

Problem Statement 4: Family engagement systems are not yet fully established, limiting consistent communication, collaboration, and involvement in student learning across the campus.

Root Cause 4: As a second-year campus and newly identified Title I school, family engagement systems and processes are still being established. Staff are building relationships and routines with a diverse student population, resulting in inconsistent family participation in academic and school-wide initiatives.

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

Goals

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

Performance Objective 1: Literacy
1.1 Our students will annually increase literacy proficiency to reach or exceed grade-level standards.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
Strategy 1: Teachers will engage in highly effective lesson planning focusing on how lessons will be taught-planning for questioning, misconceptions, instructional strategies, engagement strategies, and annotate lessons. **Strategy's Expected Result/Impact:** Lesson planning that supports teacher development, increases collaboration, and aligns instruction across the grade level to shrink and prevent future student learning gaps. **Staff Responsible for Monitoring:** Admin, CIT, Teachers **Title I:** 2.51, 2.53, 2.534 **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Demographics 1, 4 - Student Learning 2, 4 - School Processes & Programs 1, 4				

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Achievement gaps persist among student groups, highlighting the need for targeted instructional supports to ensure equitable opportunities and growth for all learners. **Root Cause**: As a new campus, Perrin was not designated Title I until this year, limiting access to additional resources and supports. Many students entered Perrin with significant learning gaps and varied foundational skills, creating a need for robust intervention systems and differentiated instruction.
Problem Statement 4: Math and Reading growth in upper grades (4th and 5th) falls below expected levels. **Root Cause**: Foundational skills are not fully reinforced, and upper-grade instructional practices are still developing. As a new and newly identified Title I school, targeted supports and progress monitoring are just being established.
Student Learning
Problem Statement 2: Math and Reading growth in upper grades (4th and 5th) falls below expected levels. **Root Cause**: Foundational skills are not fully reinforced, and upper-grade instructional practices are still developing. As a new and newly identified Title I school, targeted supports and progress monitoring are just being established.

Student Learning

Problem Statement 4: Achievement gaps persist among student groups, highlighting the need for targeted instructional supports to ensure equitable opportunities and growth for all learners. **Root Cause**: As a new campus, Perrin was not designated Title I until this year, limiting access to additional resources and supports. Many students entered Perrin with significant learning gaps and varied foundational skills, creating a need for robust intervention systems and differentiated instruction.

School Processes & Programs

Problem Statement 1: Math and Reading growth in upper grades (4th and 5th) falls below expected levels. **Root Cause**: Foundational skills are not fully reinforced, and upper-grade instructional practices are still developing. As a new and newly identified Title I school, targeted supports and progress monitoring are just being established.

Problem Statement 4: Achievement gaps persist among student groups, highlighting the need for targeted instructional supports to ensure equitable opportunities and growth for all learners. **Root Cause**: As a new campus, Perrin was not designated Title I until this year, limiting access to additional resources and supports. Many students entered Perrin with significant learning gaps and varied foundational skills, creating a need for robust intervention systems and differentiated 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			
	Formative			Summative
	Nov	Jan	Mar	May
Strategy 1: Teachers will analyze student data regularly to inform instruction, adjust lessons, and provide targeted support to ensure all students make measurable progress. **Strategy's Expected Result/Impact:** Teachers will address learning gaps promptly, differentiate lessons effectively, and provide timely interventions.to ensure all students make measurable progress. **Staff Responsible for Monitoring:** Teachers, CIT, Admin **Title I:** 2.51, 2.52, 2.53, 2.534 **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Demographics 1, 4 - Student Learning 2, 4 - School Processes & Programs 1, 4				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2: Teachers will use student performance data and TEKS to form targeted Tier 1 and Tier 2 small groups. These groups will receive differentiated support, with frequent progress monitoring to adjust instruction and ensure all students make measurable growth. **Strategy's Expected Result/Impact:** Differentiated support that facilitates student growth. **Staff Responsible for Monitoring:** Teachers, CIT, Admin **Title I:** 2.51, 2.52 **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Demographics 1, 4 - Student Learning 2, 4 - School Processes & Programs 1, 4				

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 2 Problem Statements:

Demographics

Problem Statement 1: Achievement gaps persist among student groups, highlighting the need for targeted instructional supports to ensure equitable opportunities and growth for all learners. **Root Cause**: As a new campus, Perrin was not designated Title I until this year, limiting access to additional resources and supports. Many students entered Perrin with significant learning gaps and varied foundational skills, creating a need for robust intervention systems and differentiated instruction.

Problem Statement 4: Math and Reading growth in upper grades (4th and 5th) falls below expected levels. **Root Cause**: Foundational skills are not fully reinforced, and upper-grade instructional practices are still developing. As a new and newly identified Title I school, targeted supports and progress monitoring are just being established.

Student Learning

Problem Statement 2: Math and Reading growth in upper grades (4th and 5th) falls below expected levels. **Root Cause**: Foundational skills are not fully reinforced, and upper-grade instructional practices are still developing. As a new and newly identified Title I school, targeted supports and progress monitoring are just being established.

Problem Statement 4: Achievement gaps persist among student groups, highlighting the need for targeted instructional supports to ensure equitable opportunities and growth for all learners. **Root Cause**: As a new campus, Perrin was not designated Title I until this year, limiting access to additional resources and supports. Many students entered Perrin with significant learning gaps and varied foundational skills, creating a need for robust intervention systems and differentiated instruction.

School Processes & Programs

Problem Statement 1: Math and Reading growth in upper grades (4th and 5th) falls below expected levels. **Root Cause**: Foundational skills are not fully reinforced, and upper-grade instructional practices are still developing. As a new and newly identified Title I school, targeted supports and progress monitoring are just being established.

Problem Statement 4: Achievement gaps persist among student groups, highlighting the need for targeted instructional supports to ensure equitable opportunities and growth for all learners. **Root Cause**: As a new campus, Perrin was not designated Title I until this year, limiting access to additional resources and supports. Many students entered Perrin with significant learning gaps and varied foundational skills, creating a need for robust intervention systems and differentiated instruction.

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

Performance Objective 3: College, Career, Military & Life Readiness
1.3 Our students will graduate life ready and prepared for success in career, college, or military service.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
Strategy 1: 100% of K-5 classrooms will utilize the CTE videos to help students gain an awareness of the opportunities they will have when they enter Middle School **Strategy's Expected Result/Impact:** Increased student awareness of opportunities available in Middle School **Staff Responsible for Monitoring:** Teachers **Title I:** 2.53, 2.532 **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Demographics 1 - Student Learning 4 - School Processes & Programs 4				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 1: Achievement gaps persist among student groups, highlighting the need for targeted instructional supports to ensure equitable opportunities and growth for all learners. **Root Cause**: As a new campus, Perrin was not designated Title I until this year, limiting access to additional resources and supports. Many students entered Perrin with significant learning gaps and varied foundational skills, creating a need for robust intervention systems and differentiated instruction.
Student Learning
Problem Statement 4: Achievement gaps persist among student groups, highlighting the need for targeted instructional supports to ensure equitable opportunities and growth for all learners. **Root Cause**: As a new campus, Perrin was not designated Title I until this year, limiting access to additional resources and supports. Many students entered Perrin with significant learning gaps and varied foundational skills, creating a need for robust intervention systems and differentiated instruction.
School Processes & Programs
Problem Statement 4: Achievement gaps persist among student groups, highlighting the need for targeted instructional supports to ensure equitable opportunities and growth for all learners. **Root Cause**: As a new campus, Perrin was not designated Title I until this year, limiting access to additional resources and supports. Many students entered Perrin with significant learning gaps and varied foundational skills, creating a need for robust intervention systems and differentiated instruction.

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			
	Formative			Summative
	Nov	Jan	Mar	May
Strategy 1: New teachers and new to NISD teachers receive coaching support to hone teaching practices, effectiveness, and acclimate to a new district resulting in higher student achievement. **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, Campus Instructional Teacher **Title I:** 2.52, 2.53, 2.534 **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Demographics 1, 2 - Student Learning 4, 5 - School Processes & Programs 4, 5				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Achievement gaps persist among student groups, highlighting the need for targeted instructional supports to ensure equitable opportunities and growth for all learners. **Root Cause**: As a new campus, Perrin was not designated Title I until this year, limiting access to additional resources and supports. Many students entered Perrin with significant learning gaps and varied foundational skills, creating a need for robust intervention systems and differentiated instruction.
Problem Statement 2: A significant portion of the teaching staff is new to the district or new to teaching, and some staff have transitioned from non-classroom roles, creating challenges in maintaining consistent instructional experience and expertise across classrooms. **Root Cause**: 38% of teachers are new to NISD this year, including 7 who are new to the teaching profession. 2 teachers have been reallocated from campus specialists roles to classroom teaching.

Student Learning
Problem Statement 4: Achievement gaps persist among student groups, highlighting the need for targeted instructional supports to ensure equitable opportunities and growth for all learners. **Root Cause**: As a new campus, Perrin was not designated Title I until this year, limiting access to additional resources and supports. Many students entered Perrin with significant learning gaps and varied foundational skills, creating a need for robust intervention systems and differentiated instruction.
Problem Statement 5: A significant portion of the teaching staff is new to the district or new to teaching, and some staff have transitioned from non-classroom roles, creating challenges in maintaining consistent instructional experience and expertise across classrooms. **Root Cause**: 38% of teachers are new to NISD this year, including 7 who are new to the teaching profession. 2 teachers have been reallocated from campus specialists roles to classroom teaching.

School Processes & Programs

Problem Statement 4: Achievement gaps persist among student groups, highlighting the need for targeted instructional supports to ensure equitable opportunities and growth for all learners. **Root Cause**: As a new campus, Perrin was not designated Title I until this year, limiting access to additional resources and supports. Many students entered Perrin with significant learning gaps and varied foundational skills, creating a need for robust intervention systems and differentiated instruction.

Problem Statement 5: A significant portion of the teaching staff is new to the district or new to teaching, and some staff have transitioned from non-classroom roles, creating challenges in maintaining consistent instructional experience and expertise across classrooms. **Root Cause**: 38% of teachers are new to NISD this year, including 7 who are new to the teaching profession. 2 teachers have been reallocated from campus specialists roles to classroom teaching.

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

Performance Objective 2: Value
2.2 Northwest ISD will invest in all staff through a culture of support, development, and empowerment to make a positive impact on the learning community.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
Strategy 1: Teachers will engage in extended planning sessions before the beginning of each quarter to unpack TEKS, review assessments, and develop long-range instructional plans. **Strategy's Expected Result/Impact:** Strengthened instructional alignment, increased clarity on standards, increased student application of grade level standards **Staff Responsible for Monitoring:** Campus Instructional Teacher, Administrators, Teachers **Title I:** 2.51, 2.52, 2.53, 2.534 **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Demographics 1, 2 - Student Learning 4, 5 - School Processes & Programs 4, 5				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2: Grade level teams will engage in Weekly Professional Learning Communities **Strategy's Expected Result/Impact:** Collaborative data analysis and intentional, responsive planning weekly within grade levels. **Staff Responsible for Monitoring:** Teachers, ILT Members, Campus Instructional Teacher, Administrators **Title I:** 2.52, 2.53, 2.534 **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Demographics 1, 2, 4 - Student Learning 2, 4, 5 - School Processes & Programs 1, 4, 5				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Demographics

Problem Statement 1: Achievement gaps persist among student groups, highlighting the need for targeted instructional supports to ensure equitable opportunities and growth for all learners. **Root Cause**: As a new campus, Perrin was not designated Title I until this year, limiting access to additional resources and supports. Many students entered Perrin with significant learning gaps and varied foundational skills, creating a need for robust intervention systems and differentiated instruction.

Problem Statement 2: A significant portion of the teaching staff is new to the district or new to teaching, and some staff have transitioned from non-classroom roles, creating challenges in maintaining consistent instructional experience and expertise across classrooms. **Root Cause**: 38% of teachers are new to NISD this year, including 7 who are new to the teaching profession. 2 teachers have been reallocated from campus specialists roles to classroom teaching.

Problem Statement 4: Math and Reading growth in upper grades (4th and 5th) falls below expected levels. **Root Cause**: Foundational skills are not fully reinforced, and upper-grade instructional practices are still developing. As a new and newly identified Title I school, targeted supports and progress monitoring are just being established.

Student Learning

Problem Statement 2: Math and Reading growth in upper grades (4th and 5th) falls below expected levels. **Root Cause**: Foundational skills are not fully reinforced, and upper-grade instructional practices are still developing. As a new and newly identified Title I school, targeted supports and progress monitoring are just being established.

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School Processes & Programs

Problem Statement 1: Math and Reading growth in upper grades (4th and 5th) falls below expected levels. **Root Cause**: Foundational skills are not fully reinforced, and upper-grade instructional practices are still developing. As a new and newly identified Title I school, targeted supports and progress monitoring are just being established.

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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			
	Formative			Summative
	Nov	Jan	Mar	May
Strategy 1: Teachers will receive job embedded support through learning labs and coaching. **Strategy's Expected Result/Impact:** Increased efficacy and implementation of teaching **Staff Responsible for Monitoring:** Teachers, coaches, campus instructional teacher **Title I:** 2.51, 2.52, 2.53, 2.534 **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Demographics 1 - Student Learning 4 - School Processes & Programs 4				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2: Intentional planning of campus culture building opportunities. **Strategy's Expected Result/Impact:** Build sense of community and relationships **Staff Responsible for Monitoring:** Outreach Committee, Administrators **Title I:** 2.52 **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Demographics 2 - Student Learning 5 - School Processes & Programs 5				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 3 Problem Statements:

Demographics

Problem Statement 1: Achievement gaps persist among student groups, highlighting the need for targeted instructional supports to ensure equitable opportunities and growth for all learners. **Root Cause**: As a new campus, Perrin was not designated Title I until this year, limiting access to additional resources and supports. Many students entered Perrin with significant learning gaps and varied foundational skills, creating a need for robust intervention systems and differentiated instruction.

Problem Statement 2: A significant portion of the teaching staff is new to the district or new to teaching, and some staff have transitioned from non-classroom roles, creating challenges in maintaining consistent instructional experience and expertise across classrooms. **Root Cause**: 38% of teachers are new to NISD this year, including 7 who are new to the teaching profession. 2 teachers have been reallocated from campus specialists roles to classroom teaching.

Student Learning

Problem Statement 4: Achievement gaps persist among student groups, highlighting the need for targeted instructional supports to ensure equitable opportunities and growth for all learners. **Root Cause**: As a new campus, Perrin was not designated Title I until this year, limiting access to additional resources and supports. Many students entered Perrin with significant learning gaps and varied foundational skills, creating a need for robust intervention systems and differentiated instruction.

Problem Statement 5: A significant portion of the teaching staff is new to the district or new to teaching, and some staff have transitioned from non-classroom roles, creating challenges in maintaining consistent instructional experience and expertise across classrooms. **Root Cause**: 38% of teachers are new to NISD this year, including 7 who are new to the teaching profession. 2 teachers have been reallocated from campus specialists roles to classroom teaching.

School Processes & Programs

Problem Statement 4: Achievement gaps persist among student groups, highlighting the need for targeted instructional supports to ensure equitable opportunities and growth for all learners. **Root Cause**: As a new campus, Perrin was not designated Title I until this year, limiting access to additional resources and supports. Many students entered Perrin with significant learning gaps and varied foundational skills, creating a need for robust intervention systems and differentiated instruction.

Problem Statement 5: A significant portion of the teaching staff is new to the district or new to teaching, and some staff have transitioned from non-classroom roles, creating challenges in maintaining consistent instructional experience and expertise across classrooms. **Root Cause**: 38% of teachers are new to NISD this year, including 7 who are new to the teaching profession. 2 teachers have been reallocated from campus specialists roles to classroom teaching.

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			
	Formative			Summative
	Nov	Jan	Mar	May
Strategy 1: Teachers will engage families in two-way dialogue to support student success using at least 2 structured conversations to listen, learn, and partner with families. **Strategy's Expected Result/Impact:** Strengthen partnerships with families, learn about students through families, and increase student achievement **Staff Responsible for Monitoring:** Teachers, administrators **Title I:** 2.53, 2.531 **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture **Problem Statements:** Demographics 1 - Student Learning 4 - School Processes & Programs 4				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Achievement gaps persist among student groups, highlighting the need for targeted instructional supports to ensure equitable opportunities and growth for all learners. **Root Cause**: As a new campus, Perrin was not designated Title I until this year, limiting access to additional resources and supports. Many students entered Perrin with significant learning gaps and varied foundational skills, creating a need for robust intervention systems and differentiated instruction.

Student Learning
Problem Statement 4: Achievement gaps persist among student groups, highlighting the need for targeted instructional supports to ensure equitable opportunities and growth for all learners. **Root Cause**: As a new campus, Perrin was not designated Title I until this year, limiting access to additional resources and supports. Many students entered Perrin with significant learning gaps and varied foundational skills, creating a need for robust intervention systems and differentiated instruction.

School Processes & Programs

Problem Statement 4: Achievement gaps persist among student groups, highlighting the need for targeted instructional supports to ensure equitable opportunities and growth for all learners. **Root Cause**: As a new campus, Perrin was not designated Title I until this year, limiting access to additional resources and supports. Many students entered Perrin with significant learning gaps and varied foundational skills, creating a need for robust intervention systems and differentiated instruction.

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

Performance Objective 2: Culture
3.2 Northwest ISD will model and instill a culture of belonging where all students, staff, families, and community voices are heard and valued.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
Strategy 1: Teams will partner with district coaches and Campus Instructional Teacher for job-embedded professional learning to hone their craft based upon research-based practices to increase student learning and application of skills. **Strategy's Expected Result/Impact:** Job embedded professional learning opportunities **Staff Responsible for Monitoring:** Teachers, ILT, Campus Instructional Teacher **Title I:** 2.51, 2.52 **- ESF Levers:** Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Demographics 1, 4 - Student Learning 2, 4 - School Processes & Programs 1, 4				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: Achievement gaps persist among student groups, highlighting the need for targeted instructional supports to ensure equitable opportunities and growth for all learners. **Root Cause**: As a new campus, Perrin was not designated Title I until this year, limiting access to additional resources and supports. Many students entered Perrin with significant learning gaps and varied foundational skills, creating a need for robust intervention systems and differentiated instruction.
Problem Statement 4: Math and Reading growth in upper grades (4th and 5th) falls below expected levels. **Root Cause**: Foundational skills are not fully reinforced, and upper-grade instructional practices are still developing. As a new and newly identified Title I school, targeted supports and progress monitoring are just being established.

Student Learning
Problem Statement 2: Math and Reading growth in upper grades (4th and 5th) falls below expected levels. **Root Cause**: Foundational skills are not fully reinforced, and upper-grade instructional practices are still developing. As a new and newly identified Title I school, targeted supports and progress monitoring are just being established.
Problem Statement 4: Achievement gaps persist among student groups, highlighting the need for targeted instructional supports to ensure equitable opportunities and growth for all learners. **Root Cause**: As a new campus, Perrin was not designated Title I until this year, limiting access to additional resources and supports. Many students entered Perrin with significant learning gaps and varied foundational skills, creating a need for robust intervention systems and differentiated instruction.

School Processes & Programs

Problem Statement 1: Math and Reading growth in upper grades (4th and 5th) falls below expected levels. **Root Cause**: Foundational skills are not fully reinforced, and upper-grade instructional practices are still developing. As a new and newly identified Title I school, targeted supports and progress monitoring are just being established.

Problem Statement 4: Achievement gaps persist among student groups, highlighting the need for targeted instructional supports to ensure equitable opportunities and growth for all learners. **Root Cause**: As a new campus, Perrin was not designated Title I until this year, limiting access to additional resources and supports. Many students entered Perrin with significant learning gaps and varied foundational skills, creating a need for robust intervention systems and differentiated instruction.

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			
	Formative			Summative
	Nov	Jan	Mar	May
Strategy 1: Students will engage in daily morning meetings and monthly guidance lessons to explicitly teach social-emotional skills. **Strategy's Expected Result/Impact:** Strengthen student well-being and relationship builiding **Staff Responsible for Monitoring:** Teachers **Title I:** 2.53, 2.531 **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Demographics 1 - Student Learning 4 - School Processes & Programs 4				

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 1: Achievement gaps persist among student groups, highlighting the need for targeted instructional supports to ensure equitable opportunities and growth for all learners. **Root Cause**: As a new campus, Perrin was not designated Title I until this year, limiting access to additional resources and supports. Many students entered Perrin with significant learning gaps and varied foundational skills, creating a need for robust intervention systems and differentiated instruction.
Student Learning
Problem Statement 4: Achievement gaps persist among student groups, highlighting the need for targeted instructional supports to ensure equitable opportunities and growth for all learners. **Root Cause**: As a new campus, Perrin was not designated Title I until this year, limiting access to additional resources and supports. Many students entered Perrin with significant learning gaps and varied foundational skills, creating a need for robust intervention systems and differentiated instruction.

School Processes & Programs

Problem Statement 4: Achievement gaps persist among student groups, highlighting the need for targeted instructional supports to ensure equitable opportunities and growth for all learners. **Root Cause**: As a new campus, Perrin was not designated Title I until this year, limiting access to additional resources and supports. Many students entered Perrin with significant learning gaps and varied foundational skills, creating a need for robust intervention systems and differentiated instruction.

Northwest Independent School District

Peterson Elementary School

2025-2026 Campus Improvement Plan



Value Statement

Kids come first.

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

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

Learning is influenced by environment.

Northwest ISD Vision

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

Northwest ISD Mission

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

O.A. Peterson Elementary School Mission

The mission of Peterson Elementary is to provide a collaborative learning community that prepares students for the future.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Demographic Data Section:

White	Hispanic	African American	2 or More Races	Asian	American Indian	Pacific Islander	Economically Disadvantaged	Special Ed.	504	Dyslexia	GT	EB	At-Risk	RTI	Homeless
37%	27%	19%	5%	11%	1%	1%	41%	29%	5%	12%	7%	20%	49%	15%	.74%

Students

O.A. Peterson Elementary opened in 2008 with 250 students. OAP's enrollment has grown over the years. This year, our current enrollment is projected at 675 students. We have 3 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, and 4 sections of 4th and 5th grades.

Staff

OAP provides services to students needing specialized instruction (Gates, EB, Dyslexia, 504, and IEP). There are 4 Special Education Teachers, a Library Media Specialist, Counselor, Nurse, Diagnostician, 2 Speech Pathologists, 2 Interventionists, 2 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, EB 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, 3 PreK, and 3 Office.

Demographics Strengths

Our campus is incredibly diverse and our diversity has increased over the past 6 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 all 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. Third and Fourth Grade saw an increase in their Math and ELAR scores. Fifth grade had a drop in their Math and ELAR scores and an increase in their Science scores. Our overall passing for all grade levels was a 71% in Math and a 80% in ELAR.

ELAR									
Grade Level	3rd			4th			5th		
Year	2023	2024	**2025**	2023	2024	**2025**	2023	2024	**2025**
% Approaches	76%	62%	77%	86%	84%	90%	83%	80%	75%

MATH									
Grade Level	3rd			4th			5th		
Year	2023	2024	**2025**	2023	2024	**2025**	2023	2024	**2025**
% Approaches	65%	67%	71%	63%	62%	65%	74%	82%	76%

5th Grade SCIENCE			
Year	2023	2024	**2025**
% Approaches	61%	54%	60%

mClass Data- Benchmark Comparison

This year our district implemented UFLI to support our phonics instruction. Teachers used mClass to assess all students at the beginning, middle and end of year, and used the program to progress monitor students who were struggling in different areas every two weeks. Overall our students performed better on mClass this year than last year. There were notable gains and a decrease in students below and well below the benchmark by the end of the year in Kindergarten, First and Second grades.

	Well Below Benchmark		Below Benchmark		At Benchmark		Above Benchmark	
	BOY	EOY	BOY	EOY	BOY	EOY	BOY	EOY
Kinder	27%	19%	13%	7%	18%	34%	42%	40%
First	38%	20%	12%	12%	25%	28%	25%	40%
Second	26%	20%	18%	14%	26%	30%	30%	36%

	Well Below Benchmark		Below Benchmark		At Benchmark		Above Benchmark	
	BOY	EOY	BOY	EOY	BOY	EOY	BOY	EOY
Third	22%	30%	29%	20%	22%	22%	27%	28%

MAP Growth Data

Students were given the MAPs assessments at the beginning, middle, and end of the year again this year. Our MAP Growth data was much stronger this year compared to last year. All grade levels and contents were very close to the expected growth and a few grade levels exceeded their projections. Teachers set goals with students before they took the MAPs assessments so that students knew their past score and their individual growth goal before taking the assessment.

	2 Expected Growth	2 Observed Growth	3 Expected Growth	3 Observed Growth	4th Expected Growth	4th Observed Growth	5th Expected Growth	5th Observed Growth
Reading	16	20	12.7	10	9.7	9	7.9	6
Math	16.9	20	14.8	14	12.8	14	11.2	11
Science					7.6	8	7.0	8

Student Learning Strengths

Students in 2nd-5th grade made expected growth on their MAPs assessments this year. On mClass, our percentage of well below and below benchmark decreased from beginning to end of year because of our phonics instruction using UFLI and Heggerty. Students in 3rd and 4th Grade had an increase on their STAAR passing rate in Math and Reading this year.

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 and celebrate growth throughout the year to ensure that all of our students are growing.

School Processes & Programs

School Processes & Programs Summary

Curriculum and 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.

Phonics and Phonemic Awareness

Teachers in grades PK-2 utilized Heggerty for phonemic awareness again this year. Kinder and First grade added UFLI this year to round out our phonics literacy instruction. Our CIT and ELA instructional coaches modeled lessons and provided feedback to teachers to deepen teacher understanding of both programs. Teachers also utilized mClass data to target small group needs and provide intervention when needed.

Literacy Instruction

All of our grade levels use the workshop model for their ELA block using Read Alouds, Shared Reading, Conferencing and Guided Reading or strategy groups. Teachers use pre-assessments and reading data to create strategy groups for students to target learning needs. Second-Fifth grade teachers focused on Extended Constructed Responses this year so that students would be able to give a Claim, Evidence and Reasoning when answering questions or responding to text.

Math

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. To address concerns on student performance in Reporting Category 2, teachers in 2nd-5th grade gave monthly checks on the TEKs in Reporting Category 2 and focused small groups instruction to close gaps. 5th Grade had an increase of 4%, 4th Grade saw an increase of 10%, and 3rd grade saw a decrease of 5% in Reporting Category 2 on STAAR. As a campus we saw an increase of 3% in Reporting Category 2.

SEL

All of our students participate in SEL lessons during morning meeting that support the districts' SEL competencies. Students and teachers use the Zones of Regulation to discuss how to regulate our emotions. Each classroom 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 third annual Multicultural Night in December 2024.

Personnel

This year we are welcoming 13 new staff members in attrition positions (instructional staff and paraprofessionals).

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 to welcome and monitor students.

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 align our math schedules in 2nd-5th grade to accommodate students that are accelerating for math. Teachers meet for PLCs weekly on Wednesday with our CIT 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 will be the seventh year for Mrs. Grimes, principal of O.A. Peterson. She is the 5th principal since the school opened. Mrs. Kerley is continuing as our assistant principal again this year.
Communication, schedules and calendars help our school run smoothly on a daily basis. We have Vertical Team, Committee and PLC meetings on our calendars 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

Learning targets and success criteria are being used throughout our school building to give students ownership of their learning and connect it with a true purpose. Our Core Values are used to support students in following expectations and have decreased the number of documented behavior incidents. Targeted instruction in Phonemic Awareness and Reporting Category 2 in math (Numerical Relationships and Algebraic reasoning) have closed gaps and helped students grow in their reading and math skills.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Teachers don't have a process to know if a student has met the learning objective at the end of the lesson which impacts their ability to plan for extension or remediation.
Root Cause: Teachers have not planned a formative check (check for understanding) that links to the Learning Target and Success Criteria.

Problem Statement 2 (Prioritized): Students need a consistent acknowledgement system to reinforce our core values at a ratio of 3 to 1 (acknowledgement to correction).
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. Based on the prior year's data, we spent time working on adaptability through small group instruction and goal focus with our State of the School process. Scores in both of those areas increased and student performance on assessments also improved. Staff perceptions showed that there were a few gaps in communication with the addition of new leaders on campus (CIT, CIS and BI), and that teachers felt like they didn't't have enough autonomy in their roles.

Throughout the 24-25 school year we invited parents to give feedback through Parent Learning Walks and our first Stakeholder Dinner. We are using the areas of growth as we plan for the upcoming school year.

- Home Connection Opportunities- parents asked for additional ways to support their students at home with academics
- Low turn-out at events- parents shared that there were too many events to keep up with and asked for fewer events that were bigger to increase attendance
- Low volunteer numbers- parents shared that they don't know what opportunities are offered and want to understand how they can be involved

Perceptions Strengths

Our school culture and climate is positive and our staff and students are happy to come to OA Peterson every day. Teachers are goal focused and willing to adapt their instruction to meet the needs of our students. Families feel welcome at our school and appreciate being asked for feedback.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Peterson needs to have multiple ways for parents to be involved with their child's schooling including specific ways to volunteer, how to help their children at home, and events that help them feel involved and welcomed.
Root Cause: Changing demographics 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 and celebrate growth throughout the year to ensure that all of our students are growing.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Teachers don't have a process to know if a student has met the learning objective at the end of the lesson which impacts their ability to plan for extension or remediation.

Root Cause 3: Teachers have not planned a formative check (check for understanding) that links to the Learning Target and Success Criteria.

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: Peterson needs to have multiple ways for parents to be involved with their child's schooling including specific ways to volunteer, how to help their children at home, and events that help them feel involved and welcomed.

Root Cause 4: Changing demographics 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 a consistent acknowledgement system to reinforce our core values at a ratio of 3 to 1 (acknowledgement to correction).

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			
	Formative			Summative
	Nov	Jan	Mar	May
Strategy 1: PK/K/1 teachers will plan for and deliver phonemic instruction to the whole group with fidelity and provide small group instruction based on mClass data and formative assessments to target deficits. **Strategy's Expected Result/Impact:** 80% of students in grades K/1 will be at or above the benchmark in Nonsense Word Fluency on mClass. **Staff Responsible for Monitoring:** interventionists and classroom teachers **Title I:** 2.51 **Problem Statements:** Demographics 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2: 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. **Strategy's Expected Result/Impact:** 73% of students in grades 2-5 will meet their projected growth measure in MAP. **Staff Responsible for Monitoring:** interventionists and classroom teachers **Title I:** 2.51 **Problem Statements:** Demographics 1				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
Strategy 3: Teachers will incorporate writing into all content areas focused on students being able to formulate a claim and provide reasoning and evidence to support their claim. **Strategy's Expected Result/Impact:** 75% of students will score a 1 or 2 on a CER using a grade level rubric. **Title I:** 2.51, 2.52 **Problem Statements:** Demographics 1				

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 1 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.

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

Performance Objective 2: Academic Progress
1.2 Our students will achieve individualized academic goals to reach a year's growth or more in all content areas.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
Strategy 1: Teachers will plan for and deliver small group instruction supporting the TEKs in Reporting Category 2 for math using monthly formative checks, universal screeners and student goal setting. **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, CIT and administrators **Title I:** 2.51, 2.52 **Problem Statements:** Demographics 1 - Student Learning 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2: Teachers will utilize learning targets throughout each lesson to focus student learning and set a goal for each lesson. **Strategy's Expected Result/Impact:** 100% of classrooms will utilize learning targets throughout each lesson to monitor student understanding and make adjustments. **Staff Responsible for Monitoring:** Administrators **Problem Statements:** Student Learning 1 - School Processes & Programs 1				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
Strategy 3: Teachers will plan common formative assessments within their PLCs and use them throughout each lesson to monitor student understanding and make adjustments. **Strategy's Expected Result/Impact:** Teachers will know if students have learned the content presented in the lesson and be able to provide small group intervention if necessary. **Staff Responsible for Monitoring:** teachers **Title I:** 2.53, 2.534 **Problem Statements:** School Processes & Programs 1				

 No Progress  Accomplished  Continue/Modify  Discontinue

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 and celebrate growth throughout the year to ensure that all of our students are growing.
School Processes & Programs
Problem Statement 1: Teachers don't have a process to know if a student has met the learning objective at the end of the lesson which impacts their ability to plan for extension or remediation. **Root Cause**: Teachers have not planned a formative check (check for understanding) that links to the Learning Target and Success Criteria.

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

Performance Objective 3: College, Career, Military & Life Readiness
1.3 Our students will graduate life ready and prepared for success in career, college, or military service.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
Strategy 1: 100% of K-5 classrooms will utilize the CTE videos to help students gain an awareness of the opportunities they will have when they enter Middle School. **Strategy's Expected Result/Impact:** Students will know what opportunities are available to them in NISD and be more prepared for planning their future.				

 No Progress  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			
	Formative			Summative
	Nov	Jan	Mar	May
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. **Strategy's Expected Result/Impact:** New staff will feel supported and included at OA Peterson. **Staff Responsible for Monitoring:** Administrators and mentor coordinator				

 No Progress  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
	Nov	Jan	Mar	May
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. **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:** 2.53, 2.534				

 No Progress  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			
	Formative			Summative
	Nov	Jan	Mar	May
Strategy 1: Teams will set and monitor two goals that directly impact student performance during PLCs every month. **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:** 2.52, 2.53, 2.534				

 No Progress  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			
	Formative			Summative
	Nov	Jan	Mar	May
Strategy 1: Teachers will have opportunities for parents to volunteer throughout the year. **Strategy's Expected Result/Impact:** Parents will feel welcomed and engaged with our campus. **Staff Responsible for Monitoring:** Administrators and counselors **Problem Statements:** Perceptions 1				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Perceptions
Problem Statement 1: Peterson needs to have multiple ways for parents to be involved with their child's schooling including specific ways to volunteer, how to help their children at home, and events that help them feel involved and welcomed. **Root Cause**: Changing demographics 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			
	Formative			Summative
	Nov	Jan	Mar	May
Strategy 1: Teachers will teach a lesson each month on respect focused on respect for one another, staff, and our school. **Strategy's Expected Result/Impact:** Student and parent surveys will report that students feel respected at school. **Staff Responsible for Monitoring:** Teachers, administrators and counselors **Title I:** 2.53, 2.531				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2: Teachers will utilize acknowledgement boards to acknowledge demonstrating our core values at a ratio of 3:1 (acknowledgement : correction). **Strategy's Expected Result/Impact:** Student behavior will improve as measured by office referrals and parent contact. **Title I:** 2.53, 2.531, 2.533 **Problem Statements:** School Processes & Programs 2				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

School Processes & Programs
Problem Statement 2: Students need a consistent acknowledgement system to reinforce our core values at a ratio of 3 to 1 (acknowledgement to correction). **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			
	Formative			Summative
	Nov	Jan	Mar	May
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				

 No Progress  Accomplished  Continue/Modify  Discontinue

Northwest Independent School District

Prairie View Elementary School

2025-2026 Campus Improvement Plan

Accountability Rating: Targeted Support and Improvement (TSI)

Value Statement

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.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Demographic Data Section: (as of 6/11/25 - 721 students - per Edugence)

White	Hispanic	African American	2 or More Races	Asian	Economically Disadvantaged	Special Education 15%	504	Dyslexia	GT	EB (27% bil)	At-Risk	MTSS	Homeless
33%	49%	10%	5%	3%	61%	24%	3%	8%	7%	38%	67%	25%	.97%
-1	0	+1	0	0	-1	+5	+1	+3	+2	+3	+11		+.55

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 721 (EOY 24-25). 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 23-24, adding students quicker than losing students. As our growth is projected to continue, PVE is designated as a fast growth campus in NISD. However, due to mobility, we did not see an overall increase in number in 24-25. We had 105 late enrollments and 113 early withdrawals (a few at the end of the year). PVE is 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 6 (25-26) elementary Title I campuses in the district, and has the highest percentage of eligible students. Our mobility rate for the previous three years is: 2025 - 15.3%, 2024 - 21.0%, 2023 - 14.3%

Staffing is adjusted each year to meet campus needs based on enrollment and needed student services. In 2024-25 PVE staff consisted of 40 general education classroom teachers (11 of which are DL), 5 special education teachers, 4 elective teachers (Art, Music, and P.E.), 7 intervention support (Dyslexia, Interventionist, and Reading Recovery) teachers, .5 EB specialist, 1 gifted teacher and 1 Behavior Interventionist. We have 1 diagnostician and one SLP with a contract SLP supporting with services. In addition to the diagnostician, we have 1 ARD facilitator and 1 ARD clerk (part time). We have 1 principal, 2 assistant principals, 1 campus instructional teacher, 1 office manager, 2 counselors, 1 librarian, 1 nurse, and 3 paraprofessionals serving as office receptionists and attendance clerk. We have 11 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 25-26:

Additional staff: 1 PE paraprofessional, 1 DL Teacher, 1 MTSS Intervention Specialist

Loss of staff: 2 monolingual general education classroom teachers and 1 PE teacher (due to district budget/class ratio change), 1 counselor, 2 instructional paraprofessionals

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, Behavior Interventionist, NISD shared support positions (instructional coaches, BI, sped positions, etc.)

-

Findings in data at time of CNA June 10, 2024:

- 94% Attendance (slight increase - 22-23 - 94.03%, 23-24 - 92.93%, 24-25 - 93.9%); PK/K/1 continues to show lowest attendance
- 14% Chronic Attendance (decreased from 21%)
- Discipline Referrals - increased from 6% (46/722 Students) in 23-24 to 285 recorded discipline incidents (91 Students) most of them repeat offenders; increase likely due to 2 assistant principals and more accurate/complete recording in eschool, Increase in holding behaviors/incident accountable; overall "feel" is that discipline remained relatively consistent; high behaviors, small percentage of students
- Continued number of homeless identified

- Higher Retention of Staff 85% (2025), 74% (2024), 47% (2023)

Demographics Strengths

Bilingual program continues to grow. 23-24 we added an additional Kinder and 2nd grade DL section, 24-25 an additional 3rd grade section and in 25-26 an additional 4th grade due to numbers. For 25-26, PK-4th will serve 2 sections and 5th will serve one. The dual language model is gradually shifting, starting 25-26, to a language of instruction model, while maintaining Gomez & Gomez.

Diverse student population

Decrease in absences.

Emergent Tree Strategies supporting Tier I classroom behaviors.

Communitiies in schools supporting needs on campus.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Currently, 38% of our student population requires support in a bilingual program. This large percentage highlights the need for intentional instructional practices, targeted resources, and differentiated supports to ensure equitable access to academic content and language development.
Root Cause: Growing and building aligned instructional resources, program-specific professional development, and best practices for differentiating instruction and assessment to meet the diverse needs of bilingual learners.

Problem Statement 2: 62% of our students are identified as economically disadvantaged. Students facing economic challenges may experience limited access to consistent resources and enrichment opportunities, which can contribute to gaps in academic progress and achievement when compared to their peers.
Root Cause: Some students identified as economically disadvantaged may enter school with educational gaps due to limited access to early learning opportunities, enrichment experiences, and academic resources. The campus need to provide support for personal and academic needs to support growth. These programs require increased staff and increased time for intervention.

Problem Statement 3: 67% of our students have been identified as at risk. This indicates that a majority of our campus population may face barriers such as gaps in academic performance, attendance challenges, or other factors that place them at risk of not meeting grade-level expectations and long-term academic success.
Root Cause: Students identified as at risk often experience multiple, overlapping challenges such as limited academic readiness, inconsistent attendance, and gaps in foundational skills. Intervention staff is required to support the gaps in Tier II instruction while the students remain in Tier I instruction. Scheduling and students with multiple needs impact this.

Problem Statement 4: 14% of our students are identified with chronic absenteeism. Frequent absences limit consistent access to instruction, which impacts student learning, engagement, and long-term academic success.
Root Cause: Some students face barriers that are out of their control that prevent regular attendance, limiting their consistent access to instruction and impacting learning and academic growth.

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%
2025 EOY mCLASS				
Composite - % On/Above Benchmark	76	67	56	40
% Met Growth Projection	86 (DL 84)	84 (DL 48)	78 (DL 73)	61 (DL 72)

mClass was a new measure for all NISD campuses in 23-24. In 24-25 we learned to leverage the assessment through backwards design, shifting our instruction, for increased student achievement.

24-25 EOY Text Level Data	K	1	2	3
% at/above level	84	62	70	44

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 STAAR tests.

MAP Growth Data Spring 24-25

	2nd % who met growth projection	3rd % who met growth projection	4th % who met growth projection	5th % who met growth projection	2nd Achievement Percentile	3rd Achievement Percentile	4th Achievement Percentile	5th Achievement Percentile
Reading	**47**	**35**	**35**	**38**	**43**	**35**	**41**	**43**

	2nd % who met growth projection	3rd % who met growth projection	4th % who met growth projection	5th % who met growth projection	2nd Achievement Percentile	3rd Achievement Percentile	4th Achievement Percentile	5th Achievement Percentile
Reading Spanish	30	48			38	62	61	77
Math	41	30	36	47	46	36	45	46
Science			45	63			49	66

PVE is a 62% free and reduced Title One campus. We strive daily to work to use our data during PLCs, grade level teams meeting, etc with experts to target our students' areas of need. We strive to close gaps and get instructional supports to give the best practices to our students. One of our 5 campus goals in 24-25 was around use of data for instructional decisions. We worked diligently through PLCs to grow this skillset in teachers.

- 2022-2023- Students did not have resources for Phonics/ Fluency/ Accuracy (UFli/MClass) -
- 2024-2025- Kinder 86% DL Kinder-84%; 1st 84% (20+growth) DL: 48%
- ELA Data growth- 4th/5th; 3rd Drop- 70%-57%
- Math Data growth not as high as ELA

Student Learning Strengths

MClass data shows that the alignment of RL versus Growth Projection is not matching. 2024 data Ie (RL-GP).K: 60%-69%/ 1st: 58%-60%/ 2nd: 41%-70%/ 3rd: 44%-79%/ Growth of literacy is higher than math across the board. (Reading was the emphasis).

New resources (UFLI/Heggerty/mCLASS) are addressing our students k-2 in areas of needs like phonics, accuracy, fluency. 2025 data Ex. Kinder: MClass-86% Monolingual 84% Dual / 1st grade 84% Mclass Monolingual etc

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Not all students are demonstrating expected growth and achievement on literacy assessments, indicating a need to strengthen instruction, interventions, and supports to ensure all students develop essential reading and literacy skills.
Root Cause: Data and observations have shown that many students are requiring explicit phonics instruction throughout K-5. Foundational reading practices are impacting comprehension and writing.

Problem Statement 2 (Prioritized): Newer-to-the-profession staff are actively developing the skills and expertise needed to foster high levels of classroom engagement. With targeted support, mentorship, and professional learning opportunities, these teachers have strong potential to implement effective strategies that maximize student participation and learning.
Root Cause: Targeted professional development, coaching, and ongoing feedback are needed to support the application of research-based instructional strategies and maximize student participation and learning outcomes.

Problem Statement 3 (Prioritized): Currently, 38% of our student population requires support in a bilingual program. This large percentage highlights the need for intentional

instructional practices, targeted resources, and differentiated supports to ensure equitable access to academic content and language development.
Root Cause: Growing and building aligned instructional resources, program-specific professional development, and best practices for differentiating instruction and assessment to meet the diverse needs of bilingual learners.

Problem Statement 4 (Prioritized): Our Dual Language students are not meeting expected progress on standardized assessments at the same rate as their peers, indicating a need for differentiated program supports in language acquisition and assessment.
Root Cause: Dual Language students demonstrate varied levels of language proficiency, and teacchers continue to build aligned resources, attend trainings, and follow research-based best practices to effectively differentiate instruction and assessment for both language development and academic content.

Problem Statement 5: 62% of our students are identified as economically disadvantaged. Students facing economic challenges may experience limited access to consistent resources and enrichment opportunities, which can contribute to gaps in academic progress and achievement when compared to their peers.
Root Cause: Some students identified as economically disadvantaged may enter school with educational gaps due to limited access to early learning opportunities, enrichment experiences, and academic resources. The campus need to provide support for personal and academic needs to support growth. These programs require increased staff and increased time for intervention.

Problem Statement 6: 67% of our students have been identified as at risk. This indicates that a majority of our campus population may face barriers such as gaps in academic performance, attendance challenges, or other factors that place them at risk of not meeting grade-level expectations and long-term academic success.
Root Cause: Students identified as at risk often experience multiple, overlapping challenges such as limited academic readiness, inconsistent attendance, and gaps in foundational skills. Intervention staff is required to support the gaps in Tier II instruction while the students remain in Tier I instruction. Scheduling and students with multiple needs impact this.

Problem Statement 7: 14% of our students are identified with chronic absenteeism. Frequent absences limit consistent access to instruction, which impacts student learning, engagement, and long-term academic success.
Root Cause: Some students face barriers that are out of their control that prevent regular attendance, limiting their consistent access to instruction and impacting learning and academic growth.

Problem Statement 8 (Prioritized): 25% of our student population receives special education services and a majority of those identified are not demonstrating consistent academic growth on yearly assessments. Our current supports, practices and interventions must be focused on goal setting and specific interventions based on lowest performing TEKS.
Root Cause: Specific goals and intervention plans of individual students need to be focused on the areas they are not showing growth on the assessments. Alignment is needed between classroom and sped support teachers.

Problem Statement 9 (Prioritized): The White student subgroup is not demonstrating consistent progress on grade-level state assessments, indicating a need to examine instructional practices, supports, and interventions to better meet their learning needs and ensure academic growth.
Root Cause: Need for consistent teams, retention of staff, and aligned best practices during instruction and intervention.

Problem Statement 10 (Prioritized): STAAR Math performance was considerably lower than STAAR Reading performance.
Root Cause: Last year, the focus was on Literacy and many campus initiatives supported that. Also, staff professional development needed to highlight best practices and problem solving strategies.

School Processes & Programs

School Processes & Programs Summary

Implemented ET Behavior Framework Tier 1 during the 23-24 school year, continued strong implementation in 24-25 and began pilot for Tier 2. No surprises in data reflection. Will need to continue focus on data collection and corrective to acknowledgement feedback in 25-26 as well as full implementation of Tier 2.

OHI Data Spring of 25 indicates growth in all areas still below standard. Problem solving and goal focus should remain target areas.

The Leader in Me- school wide process; common language, paradigms/beliefs, habits, 4DX; MRA EOY 2025 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

Destination Imagination

Community Service Projects

Dual Language campus (PK-5th)

Reading Recovery (1st)

Special Education SLC (Life Skills)

Communities in Schools (+ mentors)

Community Partners for snack pack program

PLCs & Protocols: Focused on playbook goals throughout the year to systematically align pd to grow staff knowledge and skills.

5 campus goals

MTSS Process (flowchart)

Spelling Bee

UIL

Host Education and Coaching CTE Pathway Education Interns - NHS

Think sheets re: behavior/discipline

Monthly campus progress monitoring

State of the School

- Needing training on more tiers (2 & 3) with the Emergent Tree

School Processes & Programs Strengths

Processes in the programs are in place. Participation is visible.

85% of classroom teachers returning 25-26

All year MTSS Meetings held for all grades

Additional Support Staff - interventionists, title 1 staff, CIT, district support staff - to support the work of the campus

CIS goal focus: attendance - saw 1% growth in ADA - continue to focus in this area

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): The school is seeking to strengthen community engagement to better support the social and academic growth of all students.
Root Cause: Opportunities for community engagement are not yet fully optimized to support all students' social and academic growth. Strengthening communication, partnerships, and collaborative initiatives with families in order to enhance the alignment of resources, support services, and programs that contribute to student success.

Problem Statement 2 (Prioritized): The school seeks to implement a universal behavior system through Emergent Tree that consistently promotes positive behavior choices.
Root Cause: Inconsistent behavior expectations and persistent behavior that interupts the learning environment and requires staff redirection does not support growth.

Problem Statement 3: 14% of our students are identified with chronic absenteeism. Frequent absences limit consistent access to instruction, which impacts student learning, engagement, and long-term academic success.
Root Cause: Some students face barriers that are out of their control that prevent regular attendance, limiting their consistent access to instruction and impacting learning and academic growth.

Problem Statement 4 (Prioritized): The White student subgroup is not demonstrating consistent progress on grade-level state assessments, indicating a need to examine instructional practices, supports, and interventions to better meet their learning needs and ensure academic growth.
Root Cause: Need for consistent teams, retention of staff, and aligned best practices during instruction and intervention.

Problem Statement 5 (Prioritized): Newer-to-the-profession staff are actively developing the skills and expertise needed to foster high levels of classroom engagement. With

targeted support, mentorship, and professional learning opportunities, these teachers have strong potential to implement effective strategies that maximize student participation and learning.

Root Cause: Targeted professional development, coaching, and ongoing feedback are needed to support the application of research-based instructional strategies and maximize student participation and learning outcomes.

Perceptions

Perceptions Summary

OHI Data Spring 24 indicates that communication should be a focus to improve problem solving and goal focus.

Per LIM MRA, Culture and staff leadership has increased. Academics and student leadership slightly decreased.

With a high number of new teachers, we need increased support, mentorship, and communication across teams to equip teachers with confidence and the necessary skills to perform.

All campus communication should continue in English and Spanish. (Equip families with how to set language in ParentSquare.)

Few but committed volunteers

Per CIP goal, intentional focus on receiving feedback and responding to it.

Perceptions Strengths

General Education Teacher retention from 47 to 74 to 85% from Spring 23 to Spring 24 to Spring 25.

Positive community turn-out for social events - Trunk or Treat, Winter Wonderland; spring multicultural night - most attended event of the year.

Per growth in MRA, culture and staff leadership has increased.
Staff voice feels heard (+3)
School climate and student empowerment increased.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: The school seeks to enhance communication to better support staff, students, and families.
Root Cause: Implementation of consistent, clear, and accessible communication practices, the school can enhance engagement, collaboration, and shared understanding across the entire school community.

Priority Problem Statements

Problem Statement 1: Not all students are demonstrating expected growth and achievement on literacy assessments, indicating a need to strengthen instruction, interventions, and supports to ensure all students develop essential reading and literacy skills.

Root Cause 1: Data and observations have shown that many students are requiring explicit phonics instruction throughout K-5. Foundational reading practices are impacting comprehension and writing.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: The school is seeking to strengthen community engagement to better support the social and academic growth of all students.

Root Cause 2: Opportunities for community engagement are not yet fully optimized to support all students' social and academic growth. Strengthening communication, partnerships, and collaborative initiatives with families in order to enhance the alignment of resources, support services, and programs that contribute to student success.

Problem Statement 2 Areas: School Processes & Programs

Problem Statement 3: The school seeks to implement a universal behavior system through Emergent Tree that consistently promotes positive behavior choices.

Root Cause 3: Inconsistent behavior expectations and persistent behavior that interupts the learning environment and requires staff redirection does not support growth.

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: Currently, 38% of our student population requires support in a bilingual program. This large percentage highlights the need for intentional instructional practices, targeted resources, and differentiated supports to ensure equitable access to academic content and language development.

Root Cause 4: Growing and building aligned instructional resources, program-specific professional development, and best practices for differentiating instruction and assessment to meet the diverse needs of bilingual learners.

Problem Statement 4 Areas: Demographics - Student Learning

Problem Statement 5: Newer-to-the-profession staff are actively developing the skills and expertise needed to foster high levels of classroom engagement. With targeted support, mentorship, and professional learning opportunities, these teachers have strong potential to implement effective strategies that maximize student participation and learning.

Root Cause 5: Targeted professional development, coaching, and ongoing feedback are needed to support the application of research-based instructional strategies and maximize student participation and learning outcomes.

Problem Statement 5 Areas: Student Learning - School Processes & Programs

Problem Statement 6: Our Dual Language students are not meeting expected progress on standardized assessments at the same rate as their peers, indicating a need for differentiated program supports in language acquisition and assessment.

Root Cause 6: Dual Language students demonstrate varied levels of language proficiency, and teacchers continue to build aligned resources, attend trainings, and follow research-based best practices to effectively differentiate instruction and assessment for both language development and academic content.

Problem Statement 6 Areas: Student Learning

Problem Statement 7: 25% of our student population receives special education services and a majority of those identified are not demonstrating consistent academic growth on yearly assessments. Our current supports, practices and interventions must be focused on goal setting and specific interventions based on lowest performing TEKS.

Root Cause 7: Specific goals and intervention plans of individual students need to be focused on the areas they are not showing growth on the assessments. Alignment is needed between classroom and sped support teachers.

Problem Statement 7 Areas: Student Learning

Problem Statement 8: The White student subgroup is not demonstrating consistent progress on grade-level state assessments, indicating a need to examine instructional practices, supports, and interventions to better meet their learning needs and ensure academic growth.

Root Cause 8: Need for consistent teams, retention of staff, and aligned best practices during instruction and intervention.

Problem Statement 8 Areas: Student Learning - School Processes & Programs

Problem Statement 9: STAAR Math performance was considerably lower than STAAR Reading performance.

Root Cause 9: Last year, the focus was on Literacy and many campus initiatives supported that. Also, staff professional development needed to highlight best practices and problem solving strategies.

Problem Statement 9 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student failure and/or retention rates
- Local benchmark or common assessments data
- Running Records results
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback

Employee Data

- Professional learning communities (PLC) data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- T-TESS data

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

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

Goals

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

Performance Objective 1: Literacy
1.1 Our students will annually increase literacy proficiency to reach or exceed grade-level standards.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
Strategy 1: Regularly analyze student assessment data (benchmark, formative, and summative) to identify literacy gaps and trends. Use data to group students for targeted instruction based on specific skills or TEKS standards. **Strategy's Expected Result/Impact:** Increased student performance on Literacy assessments in all grade levels. Teachers having a deep understanding of student needs. Small group intervention regularly taking place with student goals being met. **Staff Responsible for Monitoring:** Teachers, MTSS, Sped Staff, CIT, and Admin **Title I:** 2.51, 2.52, 2.53 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- Targeted Support Strategy** **Problem Statements:** Demographics 1 - Student Learning 1, 3				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2: Provide small-group instruction, individualized learning plans, and scaffolded supports for students not meeting grade-level expectations. **Strategy's Expected Result/Impact:** Increased student performance on Literacy assessments in all grade levels. Teachers having a deep understanding of student needs. Small group intervention regularly taking place with student goals being met. **Staff Responsible for Monitoring:** Teachers, MTSS, Sped Staff, CIT, and Admin **Title I:** 2.51, 2.52, 2.53 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **Problem Statements:** Student Learning 1, 4, 8, 9 - School Processes & Programs 4				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
Strategy 3: Offer ongoing professional development focused on literacy strategies, including phonics and writing. Provide coaching, modeling, and feedback cycles for teachers to strengthen literacy instruction in all grade levels. **Strategy's Expected Result/Impact:** Aligned best practices in all grade levels. Increased student performance on literacy assessments. Collaborative PLCs. **Staff Responsible for Monitoring:** CIT, MTSS, Admin, and District Coaches **Title I:** 2.51, 2.52, 2.53 **Problem Statements:** Student Learning 1, 2, 4, 8, 9 - School Processes & Programs 4, 5				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Currently, 38% of our student population requires support in a bilingual program. This large percentage highlights the need for intentional instructional practices, targeted resources, and differentiated supports to ensure equitable access to academic content and language development. **Root Cause**: Growing and building aligned instructional resources, program-specific professional development, and best practices for differentiating instruction and assessment to meet the diverse needs of bilingual learners.

Student Learning
Problem Statement 1: Not all students are demonstrating expected growth and achievement on literacy assessments, indicating a need to strengthen instruction, interventions, and supports to ensure all students develop essential reading and literacy skills. **Root Cause**: Data and observations have shown that many students are requiring explicit phonics instruction throughout K-5. Foundational reading practices are impacting comprehension and writing.
Problem Statement 2: Newer-to-the-profession staff are actively developing the skills and expertise needed to foster high levels of classroom engagement. With targeted support, mentorship, and professional learning opportunities, these teachers have strong potential to implement effective strategies that maximize student participation and learning. **Root Cause**: Targeted professional development, coaching, and ongoing feedback are needed to support the application of research-based instructional strategies and maximize student participation and learning outcomes.
Problem Statement 3: Currently, 38% of our student population requires support in a bilingual program. This large percentage highlights the need for intentional instructional practices, targeted resources, and differentiated supports to ensure equitable access to academic content and language development. **Root Cause**: Growing and building aligned instructional resources, program-specific professional development, and best practices for differentiating instruction and assessment to meet the diverse needs of bilingual learners.
Problem Statement 4: Our Dual Language students are not meeting expected progress on standardized assessments at the same rate as their peers, indicating a need for differentiated program supports in language acquisition and assessment. **Root Cause**: Dual Language students demonstrate varied levels of language proficiency, and teacchers continue to build aligned resources, attend trainings, and follow research-based best practices to effectively differentiate instruction and assessment for both language development and academic content.
Problem Statement 8: 25% of our student population receives special education services and a majority of those identified are not demonstrating consistent academic growth on yearly assessments. Our current supports, practices and interventions must be focused on goal setting and specific interventions based on lowest performing TEKS. **Root Cause**: Specific goals and intervention plans of individual students need to be focused on the areas they are not showing growth on the assessments. Alignment is needed between classroom and sped support teachers.

Student Learning

Problem Statement 9: The White student subgroup is not demonstrating consistent progress on grade-level state assessments, indicating a need to examine instructional practices, supports, and interventions to better meet their learning needs and ensure academic growth. **Root Cause**: Need for consistent teams, retention of staff, and aligned best practices during instruction and intervention.

School Processes & Programs

Problem Statement 4: The White student subgroup is not demonstrating consistent progress on grade-level state assessments, indicating a need to examine instructional practices, supports, and interventions to better meet their learning needs and ensure academic growth. **Root Cause**: Need for consistent teams, retention of staff, and aligned best practices during instruction and intervention.

Problem Statement 5: Newer-to-the-profession staff are actively developing the skills and expertise needed to foster high levels of classroom engagement. With targeted support, mentorship, and professional learning opportunities, these teachers have strong potential to implement effective strategies that maximize student participation and learning. **Root Cause**: Targeted professional development, coaching, and ongoing feedback are needed to support the application of research-based instructional strategies and maximize student participation and learning outcomes.

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

Performance Objective 2: Academic Progress
1.2 Our students will achieve individualized academic goals to reach a year's growth or more in all content areas.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
Strategy 1: Use beginning-of-year and district/formative assessments to set individualized growth goals in math and literacy for each student. Monitor progress every 3-6 weeks and adjust instruction as needed. **Strategy's Expected Result/Impact:** Staff will know exactly where the students are academically and will use their levels to adjust instruction in small groups. Staff will check in with student on their goals and provide academica and motivational support. Students will know where they are, where they need to be and ways to increase their performance. **Staff Responsible for Monitoring:** Teachers, admin, support staff, CIT, MTSS, sped **Title I:** 2.51, 2.52, 2.53 **- ESF Levers:** Lever 5: Effective Instruction **- Targeted Support Strategy** **Problem Statements:** Student Learning 1, 2, 4, 8, 9, 10 - School Processes & Programs 4, 5				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2: Admin will implement a Gold Coin initiative of targeted students that will goal set and progress monitor to increase motivation and performance in Literacy and Math. **Strategy's Expected Result/Impact:** Mentorship that increase student's academic performance in Math and Literacy. **Staff Responsible for Monitoring:** Admin **Title I:** 2.51, 2.52, 2.53 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture **- Targeted Support Strategy** **Problem Statements:** Student Learning 1, 4, 8, 9, 10 - School Processes & Programs 4				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
Strategy 3: A monthly problem-solving initiative, designed by the campus intervention specialist, will target identified areas of need in math while engaging the entire campus through competitions and rewards to build skills and excitement for learning **Strategy's Expected Result/Impact:** Build foundational math skills and increase performance in Math for whole campus. Build a program for teachers to use for specific problem solving skills. Increase motivational and engagement practices in Math classrooms. **Staff Responsible for Monitoring:** MTSS, admin, staff, CIT, district coaches **Title I:** 2.51, 2.52, 2.53 **Problem Statements:** Student Learning 2, 4, 8, 9, 10 - School Processes & Programs 4, 5				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
Strategy 4: Campus Instructional Teacher will support grade levels through curriculum support, coaching, and student intervention. MTSS staff will meet Tier III small groups regularly to provide intervention on targeted areas of need. **Strategy's Expected Result/Impact:** Teacher professional development. Student academic growth. Increased performance on assessments. Aligned best practices. Acadmeic gaps close and students meet grade level expectations. **Staff Responsible for Monitoring:** CIT, MTSS, Admin **Title I:** 2.51, 2.52, 2.53, 2.534 **Problem Statements:** Student Learning 1, 2, 4, 9, 10 - School Processes & Programs 4, 5				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
Strategy 5: 100% of classrooms will use Learning Targets written in student friendly language as daily instructional tools and formative assessments. **Strategy's Expected Result/Impact:** Student understand what they are learning and success criteria for the learning. Alignement in planning in all grade levels. Teachers will be able to assess if their students have met the learning target for important concepts. **Staff Responsible for Monitoring:** Classroom teachers, CIT **Title I:** 2.52 **Problem Statements:** Student Learning 1, 2, 4, 8, 9, 10 - School Processes & Programs 4, 5				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 1: Not all students are demonstrating expected growth and achievement on literacy assessments, indicating a need to strengthen instruction, interventions, and supports to ensure all students develop essential reading and literacy skills. **Root Cause**: Data and observations have shown that many students are requiring explicit phonics instruction throughout K-5. Foundational reading practices are impacting comprehension and writing.
Problem Statement 2: Newer-to-the-profession staff are actively developing the skills and expertise needed to foster high levels of classroom engagement. With targeted support, mentorship, and professional learning opportunities, these teachers have strong potential to implement effective strategies that maximize student participation and learning. **Root Cause**: Targeted professional development, coaching, and ongoing feedback are needed to support the application of research-based instructional strategies and maximize student participation and learning outcomes.
Problem Statement 4: Our Dual Language students are not meeting expected progress on standardized assessments at the same rate as their peers, indicating a need for differentiated program supports in language acquisition and assessment. **Root Cause**: Dual Language students demonstrate varied levels of language proficiency, and teacchers continue to build aligned resources, attend trainings, and follow research-based best practices to effectively differentiate instruction and assessment for both language development and academic content.
Problem Statement 8: 25% of our student population receives special education services and a majority of those identified are not demonstrating consistent academic growth on yearly assessments. Our current supports, practices and interventions must be focused on goal setting and specific interventions based on lowest performing TEKS. **Root Cause**: Specific goals and intervention plans of individual students need to be focused on the areas they are not showing growth on the assessments. Alignment is needed between classroom and sped support teachers.
Problem Statement 9: The White student subgroup is not demonstrating consistent progress on grade-level state assessments, indicating a need to examine instructional practices, supports, and interventions to better meet their learning needs and ensure academic growth. **Root Cause**: Need for consistent teams, retention of staff, and aligned best practices during instruction and intervention.
Problem Statement 10: STAAR Math performance was considerably lower than STAAR Reading performance. **Root Cause**: Last year, the focus was on Literacy and many campus initiatives supported that. Also, staff professional development needed to highlight best practices and problem solving strategies.
School Processes & Programs
Problem Statement 4: The White student subgroup is not demonstrating consistent progress on grade-level state assessments, indicating a need to examine instructional practices, supports, and interventions to better meet their learning needs and ensure academic growth. **Root Cause**: Need for consistent teams, retention of staff, and aligned best practices during instruction and intervention.
Problem Statement 5: Newer-to-the-profession staff are actively developing the skills and expertise needed to foster high levels of classroom engagement. With targeted support, mentorship, and professional learning opportunities, these teachers have strong potential to implement effective strategies that maximize student participation and learning. **Root Cause**: Targeted professional development, coaching, and ongoing feedback are needed to support the application of research-based instructional strategies and maximize student participation and learning outcomes.

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

Performance Objective 3: College, Career, Military & Life Readiness
1.3 Our students will graduate life ready and prepared for success in career, college, or military service.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
Strategy 1: Emergent Tree practices in classrooms that support being Safe, Respectful, and Responsible in every area. The program builds accountability and responsibility in individual students and the campus as a whole. **Strategy's Expected Result/Impact:** Students grow in self awareness and know the ways to be safe, respectful, and responsible. The students are able to take ownership of their behavior and how it impacts the campus. Staff conversations focused on specific life and social skills feedback. **Staff Responsible for Monitoring:** Staff, CIT, Admin, BI, MTSS **Title I:** 2.533 **- TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 3: Positive School Culture **- Targeted Support Strategy** **Problem Statements:** School Processes & Programs 1, 2				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2: Student Leadership Team- Hawk Force- in grades 1-5 focused on building leadership capacity and supporting the campus with service. The Hawk Force will also start a small business to support their service projects, TEPSA workshops, campus projects, and future leadership opportunities. **Strategy's Expected Result/Impact:** Students grow in leadership, interpersonal skills, service mindnesses, and business. Students are empowered to take leadership roles in their school community and beyond. **Staff Responsible for Monitoring:** Hawk Force 1- our sponsor, CIT, and Admin. **Title I:** 2.532 **Problem Statements:** School Processes & Programs 1				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
Strategy 3: 100% of the campus will participate in a Career Day that focuses on a variety of career paths and post high school opportunities. The campus will also share CTE information with parents and students through announcements and newsletters throughout the year. **Strategy's Expected Result/Impact:** Students will receive a variety of information that supports their excitement and thinking about their future. Student and family engagement about next steps in MS and HS. **Staff Responsible for Monitoring:** Counselor, CIT, and Admin **Title I:** 2.532				

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 3 Problem Statements:

School Processes & Programs
Problem Statement 1: The school is seeking to strengthen community engagement to better support the social and academic growth of all students. **Root Cause**: Opportunities for community engagement are not yet fully optimized to support all students' social and academic growth. Strengthening communication, partnerships, and collaborative initiatives with families in order to enhance the alignment of resources, support services, and programs that contribute to student success.
Problem Statement 2: The school seeks to implement a universal behavior system through Emergent Tree that consistently promotes positive behavior choices. **Root Cause**: Inconsistent behavior expectations and persistent behavior that interupts the learning environment and requires staff redirection does not support growth.

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			
	Formative			Summative
	Nov	Jan	Mar	May
Strategy 1: Consistently highlight the campus events, campus goals, beliefs, celebrations, and community engagement on social media and our campus website. **Strategy's Expected Result/Impact:** Highly qualified candidates will get a sense of our beliefs and values and will want to align with us. **Staff Responsible for Monitoring:** Admin, CIT and Campus Tech **Title I:** 2.534 **Problem Statements:** School Processes & Programs 1				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 1: The school is seeking to strengthen community engagement to better support the social and academic growth of all students. **Root Cause**: Opportunities for community engagement are not yet fully optimized to support all students' social and academic growth. Strengthening communication, partnerships, and collaborative initiatives with families in order to enhance the alignment of resources, support services, and programs that contribute to student success.

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

Performance Objective 2: Value
2.2 Northwest ISD will invest in all staff through a culture of support, development, and empowerment to make a positive impact on the learning community.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
Strategy 1: Team PLCs every 2 weeks focused on student growth, progress monitoring, intervention grouping and alignment of best instructional practices facilitated by the Campus Instructional Teacher. **Strategy's Expected Result/Impact:** Intentional discussions focused on student progress and performance. Aligned practices in all grade levels. **Staff Responsible for Monitoring:** Staff, CIT, and admin **Title I:** 2.52, 2.53, 2.534 **- Targeted Support Strategy** **Problem Statements:** Student Learning 1, 2, 4, 8, 9, 10 - School Processes & Programs 4, 5				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2: Campus wide focus on The BIG 3: 1. Become experts of our students, 2. Become experts of our curriculum 3. Become experts of best practices and all professional development, staff activities, and campus events will be connected to the 3. **Strategy's Expected Result/Impact:** Staff have clear guidance on the campus goals and know the areas to focus on. Streamlined understanding of the most important areas to impact campus culture and success. Aligned beliefs as a staff and community. **Staff Responsible for Monitoring:** All staff **Title I:** 2.52, 2.53, 2.534 **Problem Statements:** Student Learning 1, 2, 4, 8, 9, 10 - School Processes & Programs 1, 4, 5				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Student Learning

Problem Statement 1: Not all students are demonstrating expected growth and achievement on literacy assessments, indicating a need to strengthen instruction, interventions, and supports to ensure all students develop essential reading and literacy skills. **Root Cause**: Data and observations have shown that many students are requiring explicit phonics instruction throughout K-5. Foundational reading practices are impacting comprehension and writing.

Problem Statement 2: Newer-to-the-profession staff are actively developing the skills and expertise needed to foster high levels of classroom engagement. With targeted support, mentorship, and professional learning opportunities, these teachers have strong potential to implement effective strategies that maximize student participation and learning. **Root Cause**: Targeted professional development, coaching, and ongoing feedback are needed to support the application of research-based instructional strategies and maximize student participation and learning outcomes.

Problem Statement 4: Our Dual Language students are not meeting expected progress on standardized assessments at the same rate as their peers, indicating a need for differentiated program supports in language acquisition and assessment. **Root Cause**: Dual Language students demonstrate varied levels of language proficiency, and teacchers continue to build aligned resources, attend trainings, and follow research-based best practices to effectively differentiate instruction and assessment for both language development and academic content.

Problem Statement 8: 25% of our student population receives special education services and a majority of those identified are not demonstrating consistent academic growth on yearly assessments. Our current supports, practices and interventions must be focused on goal setting and specific interventions based on lowest performing TEKS. **Root Cause**: Specific goals and intervention plans of individual students need to be focused on the areas they are not showing growth on the assessments. Alignment is needed between classroom and sped support teachers.

Problem Statement 9: The White student subgroup is not demonstrating consistent progress on grade-level state assessments, indicating a need to examine instructional practices, supports, and interventions to better meet their learning needs and ensure academic growth. **Root Cause**: Need for consistent teams, retention of staff, and aligned best practices during instruction and intervention.

Problem Statement 10: STAAR Math performance was considerably lower than STAAR Reading performance. **Root Cause**: Last year, the focus was on Literacy and many campus initiatives supported that. Also, staff professional development needed to highlight best practices and problem solving strategies.

School Processes & Programs

Problem Statement 1: The school is seeking to strengthen community engagement to better support the social and academic growth of all students. **Root Cause**: Opportunities for community engagement are not yet fully optimized to support all students' social and academic growth. Strengthening communication, partnerships, and collaborative initiatives with families in order to enhance the alignment of resources, support services, and programs that contribute to student success.

Problem Statement 4: The White student subgroup is not demonstrating consistent progress on grade-level state assessments, indicating a need to examine instructional practices, supports, and interventions to better meet their learning needs and ensure academic growth. **Root Cause**: Need for consistent teams, retention of staff, and aligned best practices during instruction and intervention.

Problem Statement 5: Newer-to-the-profession staff are actively developing the skills and expertise needed to foster high levels of classroom engagement. With targeted support, mentorship, and professional learning opportunities, these teachers have strong potential to implement effective strategies that maximize student participation and learning. **Root Cause**: Targeted professional development, coaching, and ongoing feedback are needed to support the application of research-based instructional strategies and maximize student participation and learning outcomes.

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

Performance Objective 3: Retain
2.3 Northwest ISD will retain highly effective staff through meaningful relationships, ongoing support, and professional growth opportunities.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
Strategy 1: Goal Setting Meetings for all grade level teams and each individual staff members with check ins and coaching throughout the year. **Strategy's Expected Result/Impact:** Personalized meetings focused on specific needs of individuals with next step guidance. Relationships built on trust. Deeper conversations and collaboration. Sense of being understood and having a voice. **Staff Responsible for Monitoring:** Staff and Admin **Title I:** 2.534 - **Targeted Support Strategy** **Problem Statements:** School Processes & Programs 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2: Gallup Strength Finders assessment for all staff. Each individual top 5 are used in individual and group discussions to build trust, understanding, and purpose through evaluating what each unique strength brings to the teams and campus. **Strategy's Expected Result/Impact:** Self reflection, increased confidence and abilities in the strength areas, understanding on teams, maximized talents. **Staff Responsible for Monitoring:** Admin and staff. **Title I:** 2.534 - **TEA Priorities:** Recruit, support, retain teachers and principals **Problem Statements:** School Processes & Programs 1				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
Strategy 3: Committees designed to lead campus initiatives and build relationships outside of grade level teams. Discussion making teams with community focus for impact- Sunshine, Parent Engagement, BFT, Literacy, Math, ILT, OLT. **Strategy's Expected Result/Impact:** Collaboration and campus wide input. Building relationships outside of teams. Collective efficiacy and buy in for campus programs and events. **Staff Responsible for Monitoring:** All staff **Title I:** 2.534 **- TEA Priorities:** Recruit, support, retain teachers and principals **Problem Statements:** School Processes & Programs 1				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
Strategy 4: Hawk Shout Outs given to staff each week throughout the year from fellow staff members and the community. **Strategy's Expected Result/Impact:** Increased appreciation for all staff. **Staff Responsible for Monitoring:** All staff and community **Title I:** 2.534 **Problem Statements:** School Processes & Programs 1				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 3 Problem Statements:

School Processes & Programs
Problem Statement 1: The school is seeking to strengthen community engagement to better support the social and academic growth of all students. **Root Cause**: Opportunities for community engagement are not yet fully optimized to support all students' social and academic growth. Strengthening communication, partnerships, and collaborative initiatives with families in order to enhance the alignment of resources, support services, and programs that contribute to student success.

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

Performance Objective 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			
	Formative			Summative
	Nov	Jan	Mar	May
Strategy 1: Host family engagement events that highlight student learning and invite participation throughout the year. **Strategy's Expected Result/Impact:** Meet the Teacher, Family Learning Fair, Hawk Huddles, Building Dedication, Fall Festival/Trunk or Treats, Multicultural night, Fine Arts Night, Performances. School and home connections and relationships. Highly engaged and informed families. **Staff Responsible for Monitoring:** Staff, PTA, Admin **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** School Processes & Programs 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2: Advertise and highlight volunteer opportunities throughout the year to encourage engagement and participation. **Strategy's Expected Result/Impact:** Building a school community of fully invested stakeholders. Increased number in PTA , volunteers and mentors. Partnerships with CIS and community members. **Staff Responsible for Monitoring:** Admin, Campus Tech Liaison, PTA **Problem Statements:** School Processes & Programs 1				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
Strategy 3: Increase school pride in staff, students, and families through spirit days, academic performance celebrations, highlights on social media, participation in state and local activities (TEPSA student council, UIL, DI) and create a campus house system placing students in Nests. **Strategy's Expected Result/Impact:** Everyone is proud to say they are a part of the PVE Community! Nests create sense of belonging and fun. Established campus traditions. **Staff Responsible for Monitoring:** All staff **Title I:** 2.52, 2.533 **Problem Statements:** School Processes & Programs 1, 2				

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 1: The school is seeking to strengthen community engagement to better support the social and academic growth of all students. **Root Cause**: Opportunities for community engagement are not yet fully optimized to support all students' social and academic growth. Strengthening communication, partnerships, and collaborative initiatives with families in order to enhance the alignment of resources, support services, and programs that contribute to student success.
Problem Statement 2: The school seeks to implement a universal behavior system through Emergent Tree that consistently promotes positive behavior choices. **Root Cause**: Inconsistent behavior expectations and persistent behavior that interupts the learning environment and requires staff redirection does not support growth.

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

Performance Objective 2: Culture
3.2 Northwest ISD will model and instill a culture of belonging where all students, staff, families, and community voices are heard and valued.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
Strategy 1: Utilize a Parent Engagement Committee and host an event each quarter for families to give input directly to admin. **Strategy's Expected Result/Impact:** Involved parents supportive of our work. Open communication between admin. school, and families. Collaboration and input that supports success for all and better practices. **Staff Responsible for Monitoring:** Admin, Parent Engagment Committee, Stakeholders **Problem Statements:** School Processes & Programs 1				

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 2 Problem Statements:

School Processes & Programs
Problem Statement 1: The school is seeking to strengthen community engagement to better support the social and academic growth of all students. **Root Cause**: Opportunities for community engagement are not yet fully optimized to support all students' social and academic growth. Strengthening communication, partnerships, and collaborative initiatives with families in order to enhance the alignment of resources, support services, and programs that contribute to student success.

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

Performance Objective 3: Safety
3.3 Northwest ISD will continuously improve, maintain and communicate systems of support to strengthen the physical and emotional well-being of our students, staff, and community.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
Strategy 1: Implement and monitor an Emergent Tree behavior support program aligned across the campus with 100% of classrooms using Reach and Responds, Core Values, Safe , Respectful, Responsible language and skills, CAST Boards and whole school celebration boards. **Strategy's Expected Result/Impact:** Aligned expectations and explicit instruction focused on behavior. Positive reinforcement and clear feedback for all students. Confident and empowered staff. **Staff Responsible for Monitoring:** All staff, BFT, Admin, BI, Counselor, CIT **Title I:** 2.533 **Problem Statements:** School Processes & Programs 2				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2: Increase specific student acknowledgements from 3:1 to 5:1 through fidelity checks, walkthroughs, program reviews, and data shares. **Strategy's Expected Result/Impact:** Decrease in Tier I and Tier II behaviors. More time spent on building positve relationships and instruction in classrooms. Positive school culture. **Staff Responsible for Monitoring:** All staff and admin **Title I:** 2.533				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 3 Problem Statements:

School Processes & Programs

Problem Statement 2: The school seeks to implement a universal behavior system through Emergent Tree that consistently promotes positive behavior choices. **Root Cause**: Inconsistent behavior expectations and persistent behavior that interupts the learning environment and requires staff redirection does not support growth.

Targeted Support Strategies

Goal	Objective	Strategy	Description
1	1	1	Regularly analyze student assessment data (benchmark, formative, and summative) to identify literacy gaps and trends. Use data to group students for targeted instruction based on specific skills or TEKS standards.
1	2	1	Use beginning-of-year and district/formative assessments to set individualized growth goals in math and literacy for each student. Monitor progress every 3-6 weeks and adjust instruction as needed.
1	2	2	Admin will implement a Gold Coin initiative of targeted students that will goal set and progress monitor to increase motivation and performance in Literacy and Math.
1	3	1	Emergent Tree practices in classrooms that support being Safe, Respectful, and Responsible in every area. The program builds accountability and responsibility in individual students and the campus as a whole.
2	2	1	Team PLCs every 2 weeks focused on student growth, progress monitoring, intervention grouping and alignment of best instructional practices facilitated by the Campus Instructional Teacher.
2	3	1	Goal Setting Meetings for all grade level teams and each individual staff members with check ins and coaching throughout the year.

Northwest Independent School District

Roanoke Elementary School

2025-2026 Campus Improvement Plan

Value Statement

Kids come first.

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

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

Learning is influenced by environment.

Northwest ISD Vision

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

Northwest ISD Mission

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

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Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

Roanoke Elementary has demonstrated notable growth across various grade levels in foundational reading skills, signaling progress in our core literacy instruction. However, data indicate a continued need for improvement in student performance on the revision-focused TEKS, suggesting a gap in higher-order writing skills such as editing and refining written work. In mathematics, students are continuing to struggle with multi-step word problems involving multiple operations. This highlights a need for increased emphasis on conceptual understanding and problem-solving strategies, as well as more opportunities for hands-on, experiential learning to help solidify abstract math concepts.

Feedback from our family engagement surveys indicates that while parents are pleased with our school events and overall instruction, they desire more regular and transparent communication regarding the daily academic work their children are completing. This presents an opportunity to strengthen home-school connections through improved classroom communication systems or digital tools that keep families informed. Additionally, our recent Emergent Tree evaluation reflects positive growth in all areas of our core values, though we must now focus more intently on ensuring students receive timely, constructive feedback to support academic and behavioral growth.

Our Organizational Health Inventory (OHI) shows that Roanoke staff are unified in their efforts and excel at moving toward shared goals. Nonetheless, the results also reveal a need for more clarity and consistency in our internal systems. Ensuring that all staff fully understand and utilize our processes and structures will be essential to maintaining and accelerating our progress. By addressing these targeted areas, Roanoke Elementary can continue to build on its strengths and deliver high-quality, student-centered instruction aligned with our mission.

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
33%	43%	6%	4%	12%	34%	19%	2%	8%	4%	42%	55%	19%	0

Roanoke Elementary School serves 658 students with a teaching staff of 47, resulting in an average student-to-teacher ratio of approximately 14:1. We are situated in a local neighborhood, Bryerwick, which is tucked away from the majority of the city. The campus is a dual-language campus with approximately 100 students coming to us from various other campuses to receive their education. The student population is diverse, with Hispanic students making up 43% and White students 33%, followed by Asian (12%) and African American (6%) populations. A substantial number of students are identified as Economically Disadvantaged (34%) and At-Risk (55%), reflecting the need for academic and social support. Special populations include 19% in Special Education, 8% with Dyslexia, 4% in Gifted and Talented (GT), 2% under Section 504, and 42% who are English learners (EB), with 19% receiving MTSS interventions and 0% identified as homeless. We have one specialized unit (PACEE) that falls under Special Education.

Demographics Strengths

We are a highly diverse campus with many rising populations. Many of our teachers have returned from the prior years; those who have been hired reflect our demographic and current population. Our SPED population saw a small increase; however, our students with Dyslexia are added to that overall total due to educational law. Based on yearly data, an above-average percentage of students is moved out of our MTSS program each year. Our SPED PACEE program has increased to maximum capacity at the start of this year. Our dual language program continues to grow in both physical attendance and average scores. Our students have shared their culture with our campus, creating a rich learning environment.

Our staff has learned different cultural rules and is able to ensure that all students' needs are met and that they feel safe at school. We recognize the whole child at Roanoke Elementary.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): The campus has seen a 2% increase in the Special Education program since 2024-2025.
Root Cause: Students are being identified earlier then in years past due to diligent parents and standard assessments.

Student Learning

Student Learning Summary

Student Learning Section:

2025 EOY mClass	K	1	2	3
% On/Above Reading Level	95%	71%	63%	65%
% Met Growth Projection	99%	86%	87%	79%

STAAR Data	2024 3rd Grade Reading	2025 3rd Grade Reading	2024 4th Grade Reading	2025 4th Grade Reading	2024 5th Grade Reading	2025 5th Grade Reading
% Approaches and higher	77%	86%	82%	83%	89%	91%

Grade Level & Test	2024 3rd Grade Math	2025 3rd Grade Math	2024 4th Grade Math	2025 4th Grade Math	2024 5th Grade Math	2025 5th Grade Math
% Approaches and higher	77%	80%	63%	69%	83%	80%

MAP Growth Data Spring 24- Spring 25

	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	14	10	9	8	7
Math	17	17	15	17	13	14	11	13

In MAP, Students in all areas out scored the expected growth except for in 4th and 5th grade reading by one point. Students in Kindergarten grew 99% from BOY to MOY per Mclass and still grew in 1st grade but at a reduced rate. In STAAR, students' achievement rates are higher as they reach 5th grade; however, the growth rate is reduced. Students in 4th and 5th grades are working to close major gaps math, specifically in our Hispanic subpopulation.

MCLASS has shown that students need support in nonsense words which translates into phonics skills in the classroom. Students in grades 2-4 that show low progress in Mclass are also students that are currently under review for dyslexia or SPED services.

Student Learning Strengths

Students at Roanoke Elementary are showing significant growth in reading and math. The campus saw growth in 68% percent of students in MAP data and 91% on STAAR. The

campus moved from a C to an A rating for state accountability in 2024-2025. We saw a 7% increase in math for 4th grade and a 17% increase in the 5th grade math cohort. The campus met and in many cases exceeded expected growth from the MAP test. Our students are demonstrating major growth in reading in the primary years.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): The campus notes a slight dip in 4th grade math scores in both STAAR and MAP exams.
Root Cause: The teachers that are teaching in fourth grade math are new to the campus or position.

School Processes & Programs

School Processes & Programs Summary

As a campus, we collectively develop, discuss, and implement campus goals that are driven by the district-level goals to ensure tight alignment. At Roanoke, we have a laser focus on improving historically low TEKS based on longitudinal data that shapes the specific instruction for the campus down to the student needs summary. We utilize data folders for every student on every formative and summative assessment that demonstrates growth or a need for growth. These folders guide the instruction for intervention times that support the development of every student. Furthermore, we have implemented cohorts that are driven by instructional leaders focused on high-impact TEKS that scaffold across many grade levels. The campus Institute's Ranger Time, which has an intervention and extension plan for 30 minutes daily in grades two through five. Additionally, as a bilingual campus under the Gomez and Gomez model, we offer reinforcement at the end of each content to ensure students have cemented their days of learning.

Professional Development: PD exists in a myriad of forms at Roanoke. Starting with our vertical teams, once a month, where teachers take scaffolded TEKS and work through a high-yield strategy to be implemented in classrooms. We also meet in PLC with the admin to review the admin from both common and formative assessments to ensure our students are ranking into the top 5% of the district. We are able to guide teachers to utilize best practice strategies for Marzano, Schleky, and Hattie to ensure that research-based practices are utilized.

90% of decisions involving instruction are made at the campus level through tuning protocols and collective efficacy conversations.

School Processes & Programs Strengths

Students can capitalize on their strengths and understand their growth opportunities through individualized learning platforms. Students and teachers can see immediate growth on direct TEKS, which provides excitement and a willingness to expand their learning. Additionally, the campus commitment to data analysis helps us to maintain a clearer focus on any needs on the campus.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): We want to ensure that students, teachers, and all staff work toward a common goal of growth in every content area.
Root Cause: We needed to create a system to help students and teachers track growth.

Perceptions

Perceptions Summary

Parents are pleased with the campus and the campus progress. Throughout the year, we survey families and campus teams. Recently, we have seen our cohesion numbers increase, the belief in the campus and campus safety has increased, and the level of communication is highly rated. The culture is reflected positively through the OHI and end-of-year survey results. 96% of our staff returned from the year before, and 2% of the staff were promoted into district-level positions. Additionally, our PTA has increased to ensure that every child has a voice and is represented in the PTA. We currently have a board that is reflective of our enrollment and that supports the KIDS COME FIRST mission of the district. Our PTA President also serves on the district board. Our PTA has already connected with 20+ community sponsors for the campus as of September 2025.

Perceptions Strengths

The campus culture and support is positive. The community supports the school initiatives and programming. We are able to build strong relationships based on our collective beliefs that all children can learn and which helps our community to grow together.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Some of the campus challenges: mobility, newcomers, gaps in socio economic status, and students with limited school exposure are unexpected in this neighborhood school and present ongoing challenges.
Root Cause: Due to the location of our school, there are incorrect assumptions about the diversity and needs of our campus. Our campus is largely diverse and has a significant at -risk population that we continue to work to meet the needs of.

Priority Problem Statements

Problem Statement 1: We want to ensure that students, teachers, and all staff work toward a common goal of growth in every content area.

Root Cause 1: We needed to create a system to help students and teachers track growth.

Problem Statement 1 Areas: School Processes & Programs

Problem Statement 2: The campus notes a slight dip in 4th grade math scores in both STAAR and MAP exams.

Root Cause 2: The teachers that are teaching in fourth grade math are new to the campus or position.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: The campus has seen a 2% increase in the Special Education program since 2024-2025.

Root Cause 3: Students are being identified earlier then in years past due to diligent parents and standard assessments.

Problem Statement 3 Areas: Demographics

Problem Statement 4: Some of the campus challenges: mobility, newcomers, gaps in socio economic status, and students with limited school exposure are unexpected in this neighborhood school and present ongoing challenges.

Root Cause 4: Due to the location of our school, there are incorrect assumptions about the diversity and needs of our campus. Our campus is largely diverse and has a significant at -risk population that we continue to work to meet the needs of.

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: MAP, Mclass, Reading Levels, Campus Formative Assessments, and District Assessments

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
Strategy 1: During the 25-26 school year, 75% of students will demonstrate at least one year's growth in reading, as measured by grade-level appropriate data (e.g., MAP, mClass, District Benchmarks), through the implementation of skill-based small groups that target the focus TEKS as determined by the ELA cohort. **Strategy's Expected Result/Impact:** This will increase the campus's overall understanding of revision in writing. **Staff Responsible for Monitoring:** Administration and team leaders **Problem Statements:** School Processes & Programs 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2: During the 25-26 school year, in each Module/Unit, teachers will explicitly teach three related academic words by having students record and interact with them in their journals during the reading/writing block. **Strategy's Expected Result/Impact:** Students will expand their understanding and use of academic language. Students will not only develop a stronger understanding of the word but they will also be able to read and interact at higher cognitive levels due to this exposure. **Staff Responsible for Monitoring:** Classroom Teachers, Team Leaders and Administration **Problem Statements:** School Processes & Programs 1				

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 1 Problem Statements:

School Processes & Programs

Problem Statement 1: We want to ensure that students, teachers, and all staff work toward a common goal of growth in every content area. **Root Cause**: We needed to create a system to help students and teachers track 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.

Evaluation Data Sources: Student Data folders, MAP, Mclass, Reading Levels, Campus Formative Assessments, and District Assessments

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
Strategy 1: During the 25-26 school year, 75% of students will demonstrate at least one years growth in math as measured by grade level appropriate data (EX. MAP/District Benchmarks) and through the implementation of skill-based small groups identified the focus TEKS as deterimined by the Math cohort. **Strategy's Expected Result/Impact:** Students will grow in their defined area of need , thus creating growth for the campus. Students will focus on .4b (multi-step problems) across the campus to build upon previous exposure. **Staff Responsible for Monitoring:** Math Cohort members and leader **Problem Statements:** Student Learning 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2: During the 25-26 school year in each Module/Unit teachers will explicitly teach 3 related academic words by having students record and interact with them to use in student journals during the problem solving block. **Strategy's Expected Result/Impact:** Students will have higher-level dialogue related to academics, which in turn will result in a deeper understanding/demonstration of the math concept. **Staff Responsible for Monitoring:** Classroom teacher, Team Leaders, Administrators **Problem Statements:** Student Learning 1 - School Processes & Programs 1				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
Strategy 3: Students will participate with the teacher in running records monthly, as outlined by the ELA C&I department. **Strategy's Expected Result/Impact:** Students' reading skills will grow, and students can receive instruction for improvement in needed areas. **Staff Responsible for Monitoring:** Administration **Problem Statements:** School Processes & Programs 1				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
Strategy 4: During the 25-26 school year, 75% of students will demonstrate improvement in understanding the targeted TEK (as outlined by the cohort or historically low scores) as measured by the routine formative assessments, which are administered monthly. **Strategy's Expected Result/Impact:** This strategy will help keep teachers on track to evaluate student growth in a given standard. This will help move the entire campus forward in growth. **Staff Responsible for Monitoring:** ILT **Problem Statements:** Student Learning 1				

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 1: The campus notes a slight dip in 4th grade math scores in both STAAR and MAP exams. **Root Cause**: The teachers that are teaching in fourth grade math are new to the campus or position.
School Processes & Programs
Problem Statement 1: We want to ensure that students, teachers, and all staff work toward a common goal of growth in every content area. **Root Cause**: We needed to create a system to help students and teachers track 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.

Evaluation Data Sources: Attendance records for campus events, sign-up sheets for Community Involvement Days

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
Strategy 1: During the 25-26 school year RES will increase family engagement in CCMR by providing at least 2 opportunities throughout the year for families to share and display their background and career choices. **Strategy's Expected Result/Impact:** Programming will show students about future plans and career options. **Staff Responsible for Monitoring:** Counselor **Problem Statements:** Perceptions 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2: The campus will interview HS students on Fridays to excite others about the potential pathways in high school. **Strategy's Expected Result/Impact:** Help students start thinking about potential careers and paths. **Staff Responsible for Monitoring:** Christine Haas **Problem Statements:** Perceptions 1				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 3 Problem Statements:

Perceptions
Problem Statement 1: Some of the campus challenges: mobility, newcomers, gaps in socio economic status, and students with limited school exposure are unexpected in this neighborhood school and present ongoing challenges. **Root Cause**: Due to the location of our school, there are incorrect assumptions about the diversity and needs of our campus. Our campus is largely diverse and has a significant at -risk population that we continue to work to meet the needs of.

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: We will use retention data, staff surveys, and information from the OHI

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
Strategy 1: The campus will follow the framework as outlined in the district, through Emergent Tree, to promote a safe, respectful, and responsible campus. **Strategy's Expected Result/Impact:** Staff members and potential teaching staff members will want to join/stay at a campus where all stakeholders feel safe and valued. **Staff Responsible for Monitoring:** Emergent Tree Team **Problem Statements:** School Processes & Programs 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2: Teachers at RES have a voice in various committees, and the connection to the campus comes from a place of collective decision-making. **Strategy's Expected Result/Impact:** Teachers and staff members feel like they have contributed to the campus in a functional way that promotes retention. **Staff Responsible for Monitoring:** Administration **Problem Statements:** School Processes & Programs 1				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 1: We want to ensure that students, teachers, and all staff work toward a common goal of growth in every content area. **Root Cause**: We needed to create a system to help students and teachers track growth.

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: We will use the data from the cohorts, surveys in Faculty meetings, and celebration information from the State of the School.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
Strategy 1: Teachers and employees will train their colleagues in various settings to empower one another and enhance the learning community. (EX: Cohorts, Behavior Tree Committee, ILT, and OLT) **Strategy's Expected Result/Impact:** Empowering one another to lead in the community they serve helps to create a deeper connection and commitment, thus resulting in a higher retention rate for employees. **Staff Responsible for Monitoring:** Admin, Cohort leaders **Problem Statements:** School Processes & Programs 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2: ILT members will learn and turn out high-yielding instructional strategies from the ILT meeting, demonstrating a support system that carries across the campus and is evaluated through walk-throughs and student work. **Strategy's Expected Result/Impact:** This plan creates a common system across the campus, creating buy-in and support for all learners. **Staff Responsible for Monitoring:** Administation **Problem Statements:** School Processes & Programs 1				

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 2 Problem Statements:

School Processes & Programs
Problem Statement 1: We want to ensure that students, teachers, and all staff work toward a common goal of growth in every content area. **Root Cause**: We needed to create a system to help students and teachers track growth.

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: We will look at connections to campus SLOs, PD calendars, and culture surveys.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
Strategy 1: Some teachers attend a THINK conference to expand their own learning and understanding of the content they teach. **Strategy's Expected Result/Impact:** THINK allows teachers and leaders to grow in their content knowledge as well as network with others. **Staff Responsible for Monitoring:** Admin **Problem Statements:** Student Learning 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2: Administration will attend a state-wide Principal conference that helps us to grow meaningful connections and deepen our knowledge in Leadership based on other campus presentations, also giving us growth opportunities. **Strategy's Expected Result/Impact:** Admin will lay the foundation for the coming year, expanding upon the current trends and needs on our campus while learning from other similar campuses. **Staff Responsible for Monitoring:** Administration **Problem Statements:** School Processes & Programs 1				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 3 Problem Statements:

Student Learning
Problem Statement 1: The campus notes a slight dip in 4th grade math scores in both STAAR and MAP exams. **Root Cause**: The teachers that are teaching in fourth grade math are new to the campus or position.
School Processes & Programs
Problem Statement 1: We want to ensure that students, teachers, and all staff work toward a common goal of growth in every content area. **Root Cause**: We needed to create a system to help students and teachers track growth.

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: Utilization of the community survey, the NISD community survey, and the PTA attendance for events.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
Strategy 1: The campus will hold monthly coffee corners, look for sponsors and community partnerships through PTA, and hold events that support community ideals. **Strategy's Expected Result/Impact:** Creating a deeper connection between the school and the community will help our students to succeed. **Staff Responsible for Monitoring:** PTA, OLT, Admin **Problem Statements:** School Processes & Programs 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2: The campus will host Multicultural Night and Career Day to showcase a variety of members in the community. **Strategy's Expected Result/Impact:** The campus will learn about, support, and connect with all community members. **Staff Responsible for Monitoring:** OLT, Counselor				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 1: We want to ensure that students, teachers, and all staff work toward a common goal of growth in every content area. **Root Cause**: We needed to create a system to help students and teachers track growth.

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: Attendance at various events, surveys for all students, staff, and community members throughout the year, and attendance at the Multicultural event.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
Strategy 1: We will gain feedback about the sense of belonging from all stakeholders through the use of surveys from Emergent Tree, Campus surveys, and Counseling surveys. **Strategy's Expected Result/Impact:** Stakeholders will feel that their voices matter based on feedback and adjustments. **Staff Responsible for Monitoring:** Administration **Problem Statements:** Perceptions 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2: The campus will partner with PTA to create one voice for every child, to ensure that all children are represented at the PTA level. **Strategy's Expected Result/Impact:** This will support all classrooms and teachers by building community connections on the campus. **Staff Responsible for Monitoring:** Admin **Problem Statements:** Perceptions 1				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Perceptions
Problem Statement 1: Some of the campus challenges: mobility, newcomers, gaps in socio economic status, and students with limited school exposure are unexpected in this neighborhood school and present ongoing challenges. **Root Cause**: Due to the location of our school, there are incorrect assumptions about the diversity and needs of our campus. Our campus is largely diverse and has a significant at -risk population that we continue to work to meet the needs of.

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: Discipline Binder Data, Discipline entries, Sentinel Screener Data, Check-in evaluations, and counseling surveys

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
Strategy 1: The campus will provide monthly positive feedback to EACH student, ensuring that we align and improve the feedback ratio as outlined by the Emergent Tree. **Strategy's Expected Result/Impact:** The campus will improve our 3:1 ratio of positive feedback and help us to create positive connections with students. **Staff Responsible for Monitoring:** Behavior Tree Team **Problem Statements:** Perceptions 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2: The LAMP team will focus on continual improvement for the whole child through clubs and on physical fitness. **Strategy's Expected Result/Impact:** This helps expose students to multiple possible paths they are able to take in Middle and High schools. **Staff Responsible for Monitoring:** LAMP team **Problem Statements:** School Processes & Programs 1				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 3 Problem Statements:

School Processes & Programs
Problem Statement 1: We want to ensure that students, teachers, and all staff work toward a common goal of growth in every content area. **Root Cause**: We needed to create a system to help students and teachers track growth.

Perceptions

Problem Statement 1: Some of the campus challenges: mobility, newcomers, gaps in socio economic status, and students with limited school exposure are unexpected in this neighborhood school and present ongoing challenges. **Root Cause**: Due to the location of our school, there are incorrect assumptions about the diversity and needs of our campus. Our campus is largely diverse and has a significant at -risk population that we continue to work to meet the needs of.

Northwest Independent School District

Schluter Elementary School

2025-2026 Campus Improvement Plan



Vision

Value Statement

Kids come first.

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

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

Learning is influenced by environment.

Northwest ISD Vision

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

Northwest ISD Mission

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

Carl E. Schluter Elementary School Vision

Carl E. Schluter Elementary School Mission Statement

Schluter Elementary is preparing today's learners to be tomorrow's leaders by partnering with our families and community to ensure all students achieve their highest degree of personal and academic success.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Demographic Section:

White	Hispanic	African American	2 or More Races	Asian	Economically Disadvantaged	Special Education	504	Dyslexia	GT	EB	At-Risk	MTSS	Homeless
52%	21%	11%	%	7%	21%	24%	%	%	%	11%	30%	%	0

Carl E. Schluter Elementary was established in 2011, and has been a pillar of the community, providing students and the community of Haslet a leading education. Our campus has high standards for academic excellence for all students and meeting the needs of the whole child through supporting their social-emotional learning as well as academics.

Currently, Schluter serves 760 students from Haslet and parts of North Fort Worth. We are located in a fast growth area, and currently have three developments building within our boundaries. Our student population and diversity grow and change each year.

Current Staffing:

2 PreK Classrooms

6 Kindergarten

6 First Grade

5 Second Grade

6 Third Grade

6 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 4 SLC paraprofessionals

3 Special Education Resource Teachers with 2 paraprofessionals

1 MTSS Interventionist who also serves our EB population

2 Dyslexia Specialists

1 GT Specialist

3 LAMP Teachers (1 Art, 1 Music, 1 PE) with one PE paraprofessional

1 Library Specialist

2 Speech Therapists

1 Diagnostician, 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: 71
- Mentors & Buddies: 2 Mentors and 2 Mentees & 5 Buddies for certified staff; 4 Buddies for new paraprofessionals
- Curriculum Writers: 9 NISD Curriculum Writers
- NISD Leadership Pathways: 2 teachers participating in NISD Leadership Pathways
- Our campus has now served as a model campus for New Teacher Academy for 7 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 Morning Meeting 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 Interventionist
- 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 3 days per week
- 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 Counseling support

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 presenters 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 multi-event evening. We are hosting Curriculum Night that is also paired with our Multicultural Night event. We have 19 families signed up to present and do a demonstration for our Multicultural Night this year.
- 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 grows and diversifies, students in special education programs and those identified as at-risk are not consistently meeting expectations for performance and growth on state and district assessments.
Root Cause: The academic and behavioral needs of students in our at-risk and special education populations are becoming more complex, creating a need for additional targeted supports, interventions, and progress monitoring to ensure growth and success.

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.

Problem Statement 3 (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: Our Tier 1 instruction needs to support more opportunities for personalized instruction in small group that is tailored more specifically to the needs of our individualized student needs.

Student Learning

Student Learning Summary

2025 EOY mClass & text level	K	1	2	3	4	5
% On/Above Reading Level - mCLASS	83%	87%	88%	80%		
% Met Growth Projection - text level	72%	76%	77%	76%	85%	80%

**Our literacy goal for the 2024-2025 school year was for 80% of our students in all grade levels to be on level and make a year's growth in reading. We were close to meeting our literacy goal through text levels, but did not meet that 80% for all grade levels. Our grade levels using 1 year's growth for mCLASS did see that 80% or higher success rate. We are continuing with this goal for the 2025-2026 school year.*

STAAR Data: Reading	2024 3rd Grade Reading	2024 4th Grade Reading	2024 5th Grade Reading
% Approaches and higher	83%	87%	88%

STAAR Data: Math	2024 3rd Grade Math	2024 4th Grade Math	2024 5th Grade Math
% Approaches and higher	80%	75%	72%

**We are continuing to work on our foundational skills support in literacy and math to support our STAAR growth. We have set a campus goal to support and address fluency: To reach 80% Approaches or higher on the Math STAAR, students in grades 2–5 will achieve 70% mastery in grade-level fact fluency, while PK–1 students will show 80% mastery in diagnostics aligned to subitizing and fact fluency. To support ELA STAAR passing rates, we have both a literacy and a writing goal. ECR Goal - Students will improve their ECR writing by securing their claim and supporting it with appropriate evidence and reasoning, progressing at least one category in response development.*

MAP Growth Data Spring 24- Spring 25

	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	12.6	**15**	9.4	**11**	5.9	5	4.3	**5**
Math	16.1	15	17	16	13.9	12	10.8	9

Evidence of growth goal achievement are in **2nd grade reading, 3rd grade reading, and 5th grade reading. Areas for refinement include **2nd grade math**, **3rd grade math, 4th grade math, 5th grade math,** and **4th grade reading.** This highlights a need for continued focus on targeted small-group instruction, with reading and comprehension support, and reinforcing foundational math skills through fluency and problem-solving strategies.*

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 83-88% of students scoring approaches or higher
- MAP - 2nd, 3rd, and 5th grades all exceeded growth expectations for reading
- 80% or more students in K-3 "met growth projection" for mCLASS at EOY
- 72% or more students in K-5 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): 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: 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 with a focus on students being able to verbalize "I'll know I have it when" statements.

School Processes & Programs

School Processes & Programs Summary

Recruitment & Support:

- Added 6 new staff for the 2025-2026 school year.
- Mentor and buddy program that supports new and new to NISD teachers their first two years.
- New Teacher Academy Instruction Campus
- Wellness Wednesday Implementation for staff culture and morale
- PTA collaboration to support students, families, and staff

Curriculum, Instruction, Professional Development:

- Weekly PLC/District PLC
- Thursday Professional Development
- Campus Professional Framework document to house all professional learning from PLC and PD
- District Coaching Support
- Campus and district professional development offered throughout the year and over the summer.
- Vertical opportunities for campus PLC and collaboration
- Summer Leadership Retreats
- Campus Book Study opportunity each summer
- Collaborative data sheet with quarterly data PLCs with admin and student support team

Leadership & Decision-Making Processes:

- Committees include: Instructional Leadership Team, Operational Leadership Team, Positive Behavior Supports Team, Morning Meeting, 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 responsibilities are clearly outlined with all teams having a representative.
- Newly implemented Morning Meeting formed to support student social-emotional learning and behavior skill support. Also implementing Buddy Morning Meetings where classrooms join together with a Buddy Room to have a joint Morning Meeting.

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.
- Families will receive a "Counselor's Corner" newsletter each month.
- Twice monthly "Window into the Learning" newsletters will be sent that give campus updates on instructional goals, learning in grade levels, and behavior support implementation.
- Based on student feedback at the end of the 2024-2025 school year, we have added a central calendar that is updated monthly for students and families to see the events for the month in addition to having them scrolling across the screens throughout the building.

School Community:

- Weekly assemblies with the whole campus on Friday mornings. Assemblies reinforce and celebrate positive behavior throughout the building that align with the core values from Emergent Tree. Assembly celebrations are called "The Leader board". Grade levels work to fill their leader board through completing Brag Boards, earning LAMP champ, Silver Spoon, and additional shout-outs for field trips, testing, etc. When a grade level earns 25 points on the Leader board, the grade level celebrates together. When a class fills a Brag Board, they are celebrated at the assembly. They put a coupon on the SPURS letters for the campus, earn a point on the Leader board, and come to the front of the assembly to be recognized by the whole building.

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. These are also posted for family visibility on our screens that scroll throughout the building.
- 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: 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 positions.We have multiple teams with new teammates in leadership positions.

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 implement a "Wellness Wednesday" twice monthly to support teachers in connecting with each other in other ways inside and outside of the building.
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. This includes opportunities for families to give feedback on campus initiatives.
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

Community:

We have a strong PTA that supports our teachers throughout the entire year. PTA partners with the campus to communicate volunteer opportunities. PTA brings unique educational opportunities to our students through programs and guest speakers. We partner with PTA for campus event nights and recruitment for campus volunteer opportunities. Additionally, 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.

Students:

We provide opportunities to promote student leadership through Leadership Club, GMS (morning announcement team), leading Friday Assemblies, and being buddies to younger students. Leadership Club has jobs and responsibilities in different areas throughout the day. We also host a diverse assortment of student interest clubs such as DI, UIL, Robotics, UBC, Choir, Art Club, Running Club, and more. Students are recognized regularly for positive reasons both in class and during assemblies. Implementation and alignment of positive behavior framework (Be Rules) and Brag Boards is clear and consistent across the campus. It is a campus focus to include more student service projects throughout the year. This year, we are also adding a new club - Kindness Club to support student kindness and student interactions across the building.

Staff:

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. Additionally, we are implementing a "Wellness Wednesday" twice monthly. This will have different opportunities for staff to interact and socialize throughout the year.

Perceptions Strengths

Community:

- 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 with this information remaining on the campus newsletter weekly.

Students:

- Student leadership opportunities with the addition of the Kindness Club.
- Student support and collaboration through Friday Assemblies and The Leader board.
- Engaging spaces - Texas themed decor.
- Clubs and programs provide opportunities for students to showcase talents and interests.
- Buddy classrooms meet together for combined Morning Meetings quarterly. These classrooms serve as buddies for events and meetings throughout the year.
- Implementation of Principal's Advisory Council to give students more voice on matters and goals at Schluter.

Staff:

- 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.
- Wellness Wednesday & Connection Crews - opportunities for staff to interact and engage with each regularly.

Problem Statements Identifying Perceptions Needs

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.

Problem Statement 2 (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. This includes opportunities for families to give feedback on campus initiatives.
Root Cause: Informing families with open communication regarding student behavior and academic needs will lead to growth and progress in both areas.

Priority Problem Statements

Problem Statement 1: As Schluter's student population grows and diversifies, students in special education programs and those identified as at-risk are not consistently meeting expectations for performance and growth on state and district assessments.

Root Cause 1: The academic and behavioral needs of students in our at-risk and special education populations are becoming more complex, creating a need for additional targeted supports, interventions, and progress monitoring to ensure growth and success.

Problem Statement 1 Areas: Demographics

Problem Statement 2: 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 2: Our Tier 1 instruction needs to support more opportunities for personalized instruction in small group that is tailored more specifically to the needs of our individualized student needs.

Problem Statement 2 Areas: Demographics

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: 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: Schluter will work collaboratively with committees and PTA/community partners to find ways to support and care for teachers. We will implement a "Wellness Wednesday" twice monthly to support teachers in connecting with each other in other ways inside and outside of the building.

Root Cause 4: Teacher morale dips at different parts of the year due to campus workload and expectations and outside/personal staff concerns.

Problem Statement 4 Areas: School Processes & Programs

Problem Statement 5: 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. This includes opportunities for families to give feedback on campus initiatives.

Root Cause 5: Informing families with open communication regarding student behavior and academic needs will lead to growth and progress in both areas.

Problem Statement 5 Areas: School Processes & Programs - Perceptions

Goals

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

Performance Objective 1: Literacy
1.1 Our students will annually increase literacy proficiency to reach or exceed grade-level standards.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
Strategy 1: Through intentional horizontal and vertical collaboration, we will deliver personalized learning experiences to foster literacy growth for every student. By tracking reading data, using flexible groupings, implementing reading challenges, aligning and scaffolding ECRs, and developing targeted small groups, we aim to ensure 80% of students read on grade level or make at least one year's growth in reading. **Strategy's Expected Result/Impact:** 80% or more of all students will be reading on grade level or will have made one year's growth improving mCLASS, MAP, and STAAR scores **Staff Responsible for Monitoring:** Teachers Support Services - MTSS, Dyslexia, Special Education Curriculum Coaches Administration **Problem Statements:** Demographics 1, 3 - Student Learning 1				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: As Schluter's student population grows and diversifies, students in special education programs and those identified as at-risk are not consistently meeting expectations for performance and growth on state and district assessments. **Root Cause**: The academic and behavioral needs of students in our at-risk and special education populations are becoming more complex, creating a need for additional targeted supports, interventions, and progress monitoring to ensure growth and success.
Problem Statement 3: 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**: Our Tier 1 instruction needs to support more opportunities for personalized instruction in small group that is tailored more specifically to the needs of our individualized student needs.

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**: 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			
	Formative			Summative
	Nov	Jan	Mar	May
Strategy 1: Our campus will enhance foundational literacy and math skills by establishing individualized academic goals, consistently tracking progress, and actively partnering with families to support student achievement and growth. **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, 3 - Student Learning 1				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: As Schluter's student population grows and diversifies, students in special education programs and those identified as at-risk are not consistently meeting expectations for performance and growth on state and district assessments. **Root Cause**: The academic and behavioral needs of students in our at-risk and special education populations are becoming more complex, creating a need for additional targeted supports, interventions, and progress monitoring to ensure growth and success.
Problem Statement 3: 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**: Our Tier 1 instruction needs to support more opportunities for personalized instruction in small group that is tailored more specifically to the needs of our individualized student needs.

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
Strategy 1: Our campus will ensure students graduate life-ready by fostering strong communication, social, and success skills through purposeful instruction, targeted support, and opportunities for collaboration and personal growth. **Strategy's Expected Result/Impact:** Students will be able to be engaged in purposeful academic conversations, share their thinking, and have stronger connections to the learning. **Staff Responsible for Monitoring:** Teachers Support Services - MTSS, Dyslexia, Special Education Curriculum Coaches Administration **Problem Statements:** School Processes & Programs 3 - Perceptions 2				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 3 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. This includes opportunities for families to give feedback on campus initiatives. **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 2: 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. This includes opportunities for families to give feedback on campus initiatives. **Root Cause**: Informing families with open communication regarding student behavior and academic needs will lead to growth and progress in both areas.

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			
	Formative			Summative
	Nov	Jan	Mar	May
Strategy 1: Our campus will attract and welcome high-quality staff by showcasing our positive school culture and providing targeted support for staff through intentional on-boarding, mentorship, and growth opportunities like Mentor Meetings, Learning Walks, district instructional coaching support, and PLCs. **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:** Teachers Administration **Problem Statements:** School Processes & Programs 2				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 2: Schluter will work collaboratively with committees and PTA/community partners to find ways to support and care for teachers. We will implement a "Wellness Wednesday" twice monthly to support teachers in connecting with each other in other ways inside and outside of the building. **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			
	Formative			Summative
	Nov	Jan	Mar	May
Strategy 1: Our campus will invest in all staff through a culture of support, development, and empowerment by using student data and teacher voice to design meaningful professional learning, foster shared leadership, and meet instructional needs--positively impacting our learning community. **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. Teachers will feel more confident in reviewing data and planning personalized learning through backwards design. **Staff Responsible for Monitoring:** Teachers Support Services - MTSS, Dyslexia, Special Education Curriculum Coaches Administration Campus Leadership Committees **Problem Statements:** School Processes & Programs 2				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

School Processes & Programs
Problem Statement 2: Schluter will work collaboratively with committees and PTA/community partners to find ways to support and care for teachers. We will implement a "Wellness Wednesday" twice monthly to support teachers in connecting with each other in other ways inside and outside of the building. **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 3: Retain
2.3 Northwest ISD will retain highly effective staff through meaningful relationships, ongoing support, and professional growth opportunities.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
Strategy 1: Our campus will welcome and retain high-quality staff by building strong relationships, fostering a supportive and collaborative culture, and shifting from a focus on compliance to a shared commitment to student success and campus excellence through the development of a profile of a #Spurs4Life. Staff members will have additional opportunities to connect through Wellness Wednesday. **Strategy's Expected Result/Impact:** Culture and climate will be positively impacted leading staff morale to rise. **Problem Statements:** School Processes & Programs 2				

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 3 Problem Statements:

School Processes & Programs
Problem Statement 2: Schluter will work collaboratively with committees and PTA/community partners to find ways to support and care for teachers. We will implement a "Wellness Wednesday" twice monthly to support teachers in connecting with each other in other ways inside and outside of the building. **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			
	Formative			Summative
	Nov	Jan	Mar	May
Strategy 1: To ensure our efforts are aligned with the evolving needs of our families, we will consistently gather feedback through surveys, informal conversations, event reflections, and PTA collaboration. This feedback will guide adjustments to programming and communication to ensure we are fostering a culture of inclusion, responsiveness, and continuous improvement. **Strategy's Expected Result/Impact:** Students and families will be given voice in the implementation of campus goals and processes. Additional voice will increase support and collaboration between families and the school. **Staff Responsible for Monitoring:** All staff Administration **Problem Statements:** School Processes & Programs 3 - Perceptions 2				

No Progress 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. This includes opportunities for families to give feedback on campus initiatives. **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 2: 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. This includes opportunities for families to give feedback on campus initiatives. **Root Cause**: Informing families with open communication regarding student behavior and academic needs will lead to growth and progress in both areas.

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

Performance Objective 2: Culture
3.2 Northwest ISD will model and instill a culture of belonging where all students, staff, families, and community voices are heard and valued.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
Strategy 1: We will intentionally use communication platforms as a "window into the learning" happening across our campus--highlighting campus instructional goals, showcasing student work, classroom celebrations, and campus-wide initiatives. This fosters transparency, builds pride, and brings the community closer to the daily educational journey of our students. **Strategy's Expected Result/Impact:** Families will feel more engaged in the goals and initiatives on the campus and the campus will be able to provide more intentional feedback on the ways that families can support their students at home. **Staff Responsible for Monitoring:** Teachers Support Services - MTSS, Dyslexia, Special Education Administration Campus Leadership Committees				

No Progress 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			
	Formative			Summative
	Nov	Jan	Mar	May
Strategy 1: 100% of classrooms will explicitly teach and reinforce core values of respect, responsibility, safety, and kindness while equipping students with strategies to manage emotions. Through Morning Meetings, students will learn calming techniques and practice using standardized Break Boxes to support self-regulation. Additionally, the Kindness Club and campus-wide lessons will foster a culture of care, ensuring students are safe, supported, and empowered to thrive. **Strategy's Expected Result/Impact:** Student behavior concerns will be addressed and supported which will support the academic learning environment. **Staff Responsible for Monitoring:** All staff Administration **Problem Statements:** Demographics 1 - School Processes & Programs 3 - Perceptions 2				

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 1: As Schluter's student population grows and diversifies, students in special education programs and those identified as at-risk are not consistently meeting expectations for performance and growth on state and district assessments. **Root Cause**: The academic and behavioral needs of students in our at-risk and special education populations are becoming more complex, creating a need for additional targeted supports, interventions, and progress monitoring to ensure growth and success.
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. This includes opportunities for families to give feedback on campus initiatives. **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 2: 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. This includes opportunities for families to give feedback on campus initiatives. **Root Cause**: Informing families with open communication regarding student behavior and academic needs will lead to growth and progress in both areas.

Northwest Independent School District

Sendera Ranch Elementary School

2025-2026 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.

Value Statement

Kids come first.

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

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

Learning is influenced by environment.

Northwest ISD Vision

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

Northwest ISD Mission

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

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Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

In summer 2025, the SRE Campus Leadership Team conducted a comprehensive review of the 2024-2025 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
42.67%	20.57%	21.85%	7.97 %	6.43%	41.91%	25.19%	3.08%	7.97%	5.40%	9.38%	39.72%	11%	.39%

Sendera Ranch Elementary, established in 2008 as the first school in the Sendera Ranch community, is committed to high academic standards and supporting the whole child. Our school community is richly diverse, reflecting a wide range of cultural backgrounds, experiences, and needs.

The current student population is **779 students**. Of these, **42.67% identify as White**, **20.57% as Hispanic**, **21.85% as African American**, **7.97% as Two or More Races**, and **6.43% as Asian**. This diversity enriches our school culture and provides valuable opportunities for students to learn from one another's experiences and perspectives.

41.91% of our students are economically disadvantaged, highlighting the importance of equitable access to resources, interventions, and enrichment opportunities. Additionally, **25.19% of our students receive Special Education services**, reflecting our commitment to meeting the needs of students with disabilities through specialized support and programming. Other populations include **3.08% of students served through Section 504**, **7.97% identified with dyslexia**, and **5.40% participating in our Gifted and Talented program**.

Language diversity is also a key part of our community, with **9.38% of students identified as English Learners (EB)**. In addition, **39.72% of students are considered At-Risk**, emphasizing the need for targeted academic and behavioral interventions. **11% of students are supported through our Multi-Tiered System of Supports (MTSS)**, and **0.39% of students are identified as homeless**, underscoring the need for wraparound services to support students and families facing significant challenges.

To meet the needs of our growing and diverse population, Sendera Ranch Elementary has a strong, collaborative staff. This includes 37 general education teachers, 3 electives teachers, 7 intervention specialists, 1 Gifted & Talented teacher, and 1 librarian/media specialist. Our Special Education department is staffed with 5 resource teachers, 2 PACEE teachers, 1 ECSE teacher, and 11 paraprofessionals. Additionally, there are 3 PreK paraprofessionals. The leadership and support team includes 1 principal, 2 assistant principals, 1 office manager, 1 counselor, 1 nurse, and 2 office paraprofessionals serving as receptionist and attendance clerk.

Specialized services are provided by 2 full-time diagnosticians and 7 shared support staff who serve multiple campuses, including a behavior interventionist, LSSP, occupational therapist, physical therapist, adaptive PE teacher, BCBA, orientation and mobility specialist.

This year, 4 members of our certified teaching staff are new to SRE. To foster retention and recognize excellence, we celebrate staff through initiatives such as the SRE Ruby Red Stand Out of the Week, Emerald Excellence Award (nominated by parents monthly), and regular recognition in newsletters, meetings, and social media.

Our PTA has 236 members, including 66 staff members. With a mostly new board this year, we are focused on building strong partnerships to support student success and strengthen connections with families and the broader 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. Three of our teachers serve as district curriculum writers, and four 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, Reading Stampede, Social Media Rep, Sunshine Committee, Razzle Dazzle Committee, Steer Squad, Mentor/Mentees/Buddy group, House Committee, Behavior Support Framework Team, and Safety Team.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): With 39.72% of students identified as At-Risk and 41.91% 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 growth in grades 3-5, as measured by the STAAR assessments, has increased, but we still have significant gaps in student achievement across student groups.
Root Cause: Students are still not consistently achieving at high levels, due to disruptions from the pandemic, high turnover in 2023, and an influx of new students, many requiring MTSS, behavior, and SpEd services. These factors created learning gaps and strained resources, impacting the consistency and effectiveness of Tier 1 instruction in meeting 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 increases in the 2024-25 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.

EOY mClass Spring 25

2025 EOY mClass	K	1	2	3
% On/Above Reading Level	93%	73%	64%	52%
% Met Growth Projection	96%	82%	85%	78%

The 2025 end-of-year mClass data reveals strong growth and early literacy success, particularly in our primary grades.

- Kindergarten had 93% of students reading on or above grade level, with 96% meeting their growth projections, showing exceptional early literacy progress.
- 1st grade achieved 73% on or above grade level and 82% meeting growth, reflecting solid foundational skill development.
- 2nd grade had 64% on or above grade level with 85% meeting growth, indicating continued progress as students transition into more complex reading skills.
- 3rd grade showed 52% on or above grade level and 78% meeting growth, highlighting a need for targeted interventions to close achievement gaps as reading demands increase.

Overall, the data demonstrates that most students are meeting or exceeding growth expectations, with a strong foundation established in early grades and a clear focus area identified for upper elementary support.

STAAR Spring 24 - Spring 25

STAAR Data Reading	2024 3rd Grade Reading	2025 3rd Grade Reading	2024 4th Grade Reading	2025 4th Grade Reading	2024 5th Grade Reading	2025 5th Grade Reading
% Approaches and higher	55%	69%	76%	80%	86%	72%

STAAR Data Math	2024 3rd Grade Math	2025 3rd Grade Math	2024 4th Grade Math	2025 4th Grade Math	2024 5th Grade Math	2025 5th Grade Math
% Approaches and higher	48%	61%	43%	50%	58%	58%

The STAAR data shows notable growth in reading performance across grade levels from 2024 to 2025.

- 3rd grade reading increased from 55% to 69% at Approaches and higher,
- 4th grade reading rose from 76% to 80%, and
- 5th grade reading maintained strong results, ending the year at 72%.

While reading showed upward trends, math remains an area of focus.

- 3rd grade math
- 4th grade math
- 5th grade math

These results highlight significant progress in reading, reflecting the impact of improved Tier 1 instruction and interventions, while also emphasizing the urgent need to strengthen our math instruction and support to ensure all students achieve at high levels.

MAP Growth Data Spring 24 - Spring 25

	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
MAP Reading	12.7%	16%	12%	12%	9.2%	17%	6.6%	9%
MAP Math	16.3%	17%	12.2%	15%	11.3%	13%	7%	9%

The Spring 24 - Spring 25 MAP growth data indicates that students in several grade levels exceeded their expected growth targets in both reading and math from Spring 2024 to Spring 2025.

In reading,

- 2nd grade surpassed expectations with 16% growth, compared to the expected 12.7%,
- 4th grade nearly doubled its target with 17% growth against a 9.2% expectation,
- 5th grade also exceeded growth, achieving 9% compared to the 6.6% target.
- 3rd grade met its growth expectation, maintaining steady progress at 12%.

In math,

- 2nd grade slightly exceeded expectations, growing 17% compared to the 16.3% target,

- 3rd grade showed strong gains with 15% growth, well above the 12.2% expectation,
- 4th and 5th grades both surpassed targets, with 4th grade at 13% (target 11.3%) and 5th grade at 9% (target 7%).

These results reflect the impact of targeted instruction and intervention, showing that students are not only meeting but, in many cases, exceeding expected growth, particularly in the foundational and intermediate grade levels.

Student Learning Strengths

Kindergarten and first-grade students at SRE made incredible growth in reading during the 2024-2025 school year. In Kindergarten, the percentage of students at or above grade level increased from 46% at BOY to 93% at EOY, a 47-point gain, far surpassing the district's 23-point growth. In 1st grade, students grew from 52% at BOY to 73% at EOY, showing a 21-point increase, outpacing the district's 14-point gain. These results highlight the impact of strong Tier 1 instruction, targeted interventions, and early literacy supports, ensuring students build a solid foundation for future success.

Kindergarten and 1st mClass:

Kinder	BOY % At/above grade level	EOY % At/or above grade level	Change
	NISD - 58% SRE - 46%	NISD - 81% SRE - 93%	NISD + 23% SRE + 47%
1st Grade	NISD - 61% SRE - 52%	NISD - 75% SRE - 73%	NISD + 14% SRE + 21%

MAP Strengths:
MAP growth data demonstrates that students across multiple grade levels are meeting or exceeding their projected growth targets in both reading and math, signaling strong instructional impact and student progress.

Reading Growth Highlights:

- 2nd Grade exceeded expectations with 16% growth compared to a 12.7% target.
- 4th Grade nearly doubled its target, growing 17% against a 9.2% expectation.
- 5th Grade surpassed expectations with 9% growth compared to a 6.6% target.
- 3rd Grade met its growth goal with steady progress at 12%.

Math Growth Highlights:

- 2nd Grade slightly exceeded its target with 17% growth compared to 16.3%.
- 3rd Grade outperformed expectations with 15% growth versus 12.2% target.
- 4th Grade grew 13%, exceeding the 11.3% target.

- 5th Grade surpassed expectations, reaching 9% growth compared to 7%.

These results reflect the strength of early and intermediate grade instruction, where students are showing accelerated growth, particularly in 2nd and 4th grades. The consistent growth across grade levels highlights the effectiveness of our targeted small group instruction, progress monitoring, and data-driven intervention planning.

STAAR Strengths:
2025 STAAR results show notable growth in reading performance across all grade levels, reflecting the positive impact of strengthened Tier 1 instruction and targeted interventions.

- 3rd Grade Reading increased significantly from 55% to 69% at Approaches and higher.
- 4th Grade Reading rose from 76% to 80%, maintaining strong performance while continuing to grow.
- 5th Grade Reading demonstrated consistent achievement, ending the year at 72%.

These upward trends highlight reading as a campus strength, with increasing numbers of students meeting grade-level expectations. The gains point to effective collaboration during PLCs and the successful implementation of intervention supports.

In Math, performance remained steady with pockets of growth:

- 3rd Grade Math increased from 48% to 61%, showing the most progress among math grade levels.
- 4th Grade Math rose slightly from 43% to 50%.
- 5th Grade Math maintained 58% for two consecutive years.

While math continues to be an area for growth, the gains in 3rd grade indicate that foundational efforts in early numeracy are beginning to show positive results.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Student growth in grades 3-5, as measured by the STAAR assessments, has increased, but we still have significant gaps in student achievement across student groups.
Root Cause: Students are still not consistently achieving at high levels, due to disruptions from the pandemic, high turnover in 2023, and an influx of new students, many requiring MTSS, behavior, and SpEd services. These factors created learning gaps and strained resources, impacting the consistency and effectiveness of Tier 1 instruction in meeting the diverse needs of all students.

Problem Statement 2 (Prioritized): Student growth, as measured by mClass, MAP, and STAAR, is not meeting expected targets. While students are making progress, persistent gaps in reading and math achievement remain, especially in grades 3-5, where performance is inconsistent across classrooms and student groups. These gaps prevent many students from reaching or exceeding anticipated growth.
Root Cause: Tier 1 instruction lacks consistent rigor, alignment, and differentiation to meet diverse learner needs. High numbers of at-risk, economically disadvantaged, and special education students increase demand for individualized support, while interventions often pull students from core instruction, limiting access to grade-level learning and contributing to uneven implementation of best practices.

School Processes & Programs

School Processes & Programs Summary

We will continue to place a strong emphasis on collective efficacy through weekly PLCs. During these PLCs, teams engage in structured protocols focused on data-driven instructional planning, including analyzing student work, disaggregating data, unpacking lesson components, backward design, and sharing units. This process ensures consistency and alignment across grade levels while fostering a shared responsibility for student success.

Our continued focus on learning targets provides clarity and direction for both teachers and students. Teachers intentionally unpack learning targets and refer to them throughout instruction to guide student learning, monitor progress, and ensure standards alignment. This consistency supports strong Tier 1 instruction, drives differentiation, and keeps students actively engaged in their own growth.

To meet the diverse needs of our students, we will continue to implement flex grouping based on BOY assessment data. This allows teachers to group and regroup students as needs evolve, ensuring instruction is targeted, responsive, and provides both intervention and enrichment opportunities.

A key priority this year is closing achievement gaps for our special education students. To achieve this, we are strengthening collaboration between general education and special education teams through targeted professional development and ongoing, structured collaboration. By building shared ownership for all students, we aim to improve alignment of instruction, accommodations, and progress monitoring to accelerate growth for our learners receiving specialized services.

Additionally, many of our staff members engaged in a summer book study on culturally responsive teaching. The new learning from this experience will directly impact classroom practices, fostering instructional strategies that are inclusive, reflective of students' diverse backgrounds, and designed to build stronger relationships. This work supports our commitment to providing equitable, high-quality instruction for every student.

Professional Learning

We have established systems for peer observation cycles, where teachers visit one another's classrooms to share effective strategies, reflect on practices, and collectively build capacity. Team leads and mentors play an important role in supporting this process, fostering a culture of collaboration and continuous professional growth across all grade levels.

We are also focused on building leadership capacity among staff. The campus leadership team meets twice monthly to discuss strategies, engage in book studies, and lead quarterly data-sharing sessions. With four teachers participating in the district's leadership program, and others working towards their masters and doctorate degrees, these emerging leaders bring back valuable insights to strengthen professional learning across the campus.

New and new-to-NISD teachers are supported through a comprehensive mentoring program that includes observation opportunities, district trainings, and quarterly one-on-one check-ins with campus administration. These individualized meetings provide support, feedback, and problem-solving opportunities to ensure new teachers feel connected and prepared to be successful in their first two years.

Campus Culture

SRE staff members actively participate in various collaborative committees, including the Instructional Leadership Team, Operations Leadership Team, Behavior Support Framework Team, Razzle Dazzle Committee, Sunshine Committee, and House Committee.

Our House System fosters a strong sense of belonging and community across grade levels. This system encourages positive behavior and academic achievement through friendly competition and mentorship opportunities, while promoting leadership, collaboration, and school spirit.

The implementation of the Behavior Support Framework provides consistent, data-driven behavioral strategies and tiered interventions to ensure students receive the social-emotional support needed for success. The collaborative work of the Behavior Support Framework Team continues to strengthen campus-wide consistency and positive outcomes for all

students.

School Processes & Programs Strengths

Weekly PLCs with clear protocols foster collective efficacy, consistent planning, and alignment across grade levels.

Teachers consistently unpack and refer to learning targets, providing clarity and direction for both teaching and learning.

Peer observation systems and leadership team collaboration build professional growth and shared accountability among staff.

Four staff members participating in the district's leadership program demonstrate a pipeline for future leaders.

The House System promotes student belonging, leadership, and school spirit, while also creating cross-grade mentoring opportunities.

Collaborative committees strengthen staff relationships and engagement.

Consistent, data-driven behavioral supports are in place to improve student outcomes and support social-emotional growth.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): SRE has inconsistent instructional practices due to varying levels of teacher experience and expertise. This creates a need for calibration and alignment to ensure high-quality, rigorous instruction is delivered consistently across all classrooms.
Root Cause: Rapid campus growth has increased staffing needs, resulting in many new teachers who require capacity building and support to implement aligned, effective instructional practices.

Problem Statement 2 (Prioritized): Student growth in grades 3-5, as measured by the STAAR assessments, has increased, but we still have significant gaps in student achievement across student groups.
Root Cause: Students are still not consistently achieving at high levels, due to disruptions from the pandemic, high turnover in 2023, and an influx of new students, many requiring MTSS, behavior, and SpEd services. These factors created learning gaps and strained resources, impacting the consistency and effectiveness of Tier 1 instruction in meeting the diverse needs of all students.

Perceptions

Perceptions Summary

Sendera Ranch Elementary continues to foster a positive and collaborative school culture, as evidenced by several key indicators of family, staff, and community engagement.

Our PTA, supported by a strong and dedicated board, successfully hosts numerous well-attended events both during and outside of school hours, reflecting high levels of parent involvement. This year, PTA has expanded volunteer opportunities, demonstrated by increased interest in the WatchDOGS program and a growing number of parents eager to serve as Room Parents.

Parent feedback throughout the 2024–2025 school year revealed high levels of confidence in both the campus and staff, affirming the trust and strong relationships built between home and school.

Our House System fosters a sense of belonging and strengthens relationships by promoting meaningful student-teacher interactions beyond academics. In addition, a wide variety of clubs and organizations provide opportunities for all students to explore their interests and develop leadership skills, reinforcing our commitment to inclusivity and diverse student experiences.

To support student well-being, we introduced OZ-some Arrival Time, a structured morning routine where students engage in hands-on, STEM-based activities designed to spark creativity, problem-solving, and collaboration. This initiative helps students start their day calm, connected, and ready to learn, while encouraging teamwork, critical thinking, and meaningful conversations.

Our school also maintains a high staff retention rate, ensuring consistency and stability in our instructional practices and relationships with students.

Finally, consistent and transparent communication remains a priority. Through ParentSquare, Facebook, and email, families receive regular newsletters, photos, videos, and reminders from both administration and teachers. These efforts have received positive feedback and have strengthened the partnership between school and community, ensuring everyone remains informed and engaged.

Perceptions Strengths

The campus culture at SRE is one of mutual respect, appreciation, and shared purpose. Staff members feel valued, empowered, and inspired, which drives them to excel in their roles while fully supporting one another. This collective commitment creates a collaborative and growth-minded environment, where innovation and continuous improvement are embraced. As a result, both staff and students thrive in a positive, engaging atmosphere. Students eagerly look forward to coming to school each day, where they are warmly welcomed and immersed in dynamic, innovative learning experiences that foster curiosity, confidence, and a love of learning.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): SRE faces ongoing challenges in recruiting and sustaining active parent volunteers, limiting our ability to fully engage families in supporting students and campus initiatives during the school day and at special events.
Root Cause: Many SRE parents work full-time or have other daytime commitments, making it difficult for them to participate in volunteer opportunities or attend campus events scheduled during school hours.

Problem Statement 2: Results from the Spring 2024 OHI survey identified adaptation as a key area for growth, highlighting the need for the campus to strengthen its ability to respond effectively to change and evolving challenges.
Root Cause: With a relatively new staff and ongoing campus growth, leadership must continue building systems and processes that increase flexibility and responsiveness, ensuring the school can adapt quickly to meet the needs of students, staff, and the community.

Priority Problem Statements

Problem Statement 1: With 39.72% of students identified as At-Risk and 41.91% 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 growth in grades 3-5, as measured by the STAAR assessments, has increased, but we still have significant gaps in student achievement across student groups.

Root Cause 2: Students are still not consistently achieving at high levels, due to disruptions from the pandemic, high turnover in 2023, and an influx of new students, many requiring MTSS, behavior, and SpEd services. These factors created learning gaps and strained resources, impacting the consistency and effectiveness of Tier 1 instruction in meeting 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, MAP, and STAAR, is not meeting expected targets. While students are making progress, persistent gaps in reading and math achievement remain, especially in grades 3-5, where performance is inconsistent across classrooms and student groups. These gaps prevent many students from reaching or exceeding anticipated growth.

Root Cause 3: Tier 1 instruction lacks consistent rigor, alignment, and differentiation to meet diverse learner needs. High numbers of at-risk, economically disadvantaged, and special education students increase demand for individualized support, while interventions often pull students from core instruction, limiting access to grade-level learning and contributing to uneven implementation of best practices.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: SRE has inconsistent instructional practices due to varying levels of teacher experience and expertise. This creates a need for calibration and alignment to ensure high-quality, rigorous instruction is delivered consistently across all classrooms.

Root Cause 4: Rapid campus growth has increased staffing needs, resulting in many new teachers who require capacity building and support to implement aligned, effective instructional practices.

Problem Statement 4 Areas: School Processes & Programs

Problem Statement 5: SRE faces ongoing challenges in recruiting and sustaining active parent volunteers, limiting our ability to fully engage families in supporting students and campus initiatives during the school day and at special events.

Root Cause 5: Many SRE parents work full-time or have other daytime commitments, making it difficult for them to participate in volunteer opportunities or attend campus events scheduled during school hours.

Problem Statement 5 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			
	Formative			Summative
	Nov	Jan	Mar	May
Strategy 1: Teachers in grades K-3 will monitor students' text level progress using running records, monthly assessment forms, and mClass. **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.				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2: Writing across the curriculum will continue to 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. **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				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
Strategy 3: We launched our Million Word Challenge during the first week of school to foster a culture of daily reading. Students aim to read approximately 25 books over the year, with teachers tracking individual progress through student trackers. Quarterly celebrations, supported by district high school CTE students, recognize milestones, and an end-of-year celebration will honor all students who reach one million words. **Strategy's Expected Result/Impact:** This initiative encourages students to read both at school and home, increasing their reading volume, exposure to diverse genres, and vocabulary development. The expected outcome is improved reading ability and comprehension, as measured by district assessments, mClass, MAP, and STAAR. **Staff Responsible for Monitoring:** Homeroom teachers and admin.				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
Strategy 4: SRE Book of the Month will be continued 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. **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				

No Progress 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			
	Formative			Summative
	Nov	Jan	Mar	May
Strategy 1: SRE staff will engage in targeted professional development throughout the year to address gaps identified in 2025 MAP and STAAR data and to strengthen instructional practices that meet the diverse needs of our students. Focus Areas: Understanding Student Disabilities: Deepen staff knowledge of the specific disabilities represented on our campus, including how these impact students' experiences in school and learning. Training will include strategies for differentiation, sensory needs, behavior supports, and fostering inclusion to ensure all students feel safe, supported, and successful. Math Instruction: Strengthen math workshop structures, with a focus on developing number sense, numerical reasoning, and problem-solving strategies to close gaps and increase conceptual understanding. Writing Across the Curriculum: Equip teachers with tools to integrate writing into all content areas, setting clear campus-wide expectations for writing conventions and journals to increase volume, stamina, and quality of student writing. Academic Discourse: Promote a culture of rich classroom conversations by developing questioning techniques, discussion protocols, and scaffolds that support all learners, including those receiving interventions and special education services. Goal Setting & Progress Monitoring: Support staff in helping students set meaningful academic goals and track their progress using data from MAP, mClass, and classroom assessments, empowering students to take ownership of their learning. Additional PD: To further align with our campus needs, professional development will also include: Data-Driven PLCs: Ongoing training to build teacher capacity in using data effectively during weekly PLCs for responsive lesson planning, targeted small group instruction, and intervention design. Family & Community Engagement Strategies: Training to help staff partner with families, especially those with students receiving special education or intervention services, to support learning at home and improve attendance and on-time arrival. Classroom Management & Positive Culture: Sessions focused on building strong classroom environments through proactive management strategies, brain breaks with purpose, and embedding our House System to foster a positive, inclusive school culture. **Strategy's Expected Result/Impact:** We will strengthen teacher expertise and collaboration, leading to more inclusive and effective instruction. By building capacity in core instructional areas and fostering shared responsibility for all students, we expect to see increased student engagement, accelerated growth, and higher performance on district and state assessments. **Staff Responsible for Monitoring:** Campus Administration				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2: Teachers in grades K-5 will continue to utilize 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. **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.				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
Strategy 3: We will analyze BOY, MOY, and EOY MAP Growth data at the campus, grade level, classroom, and individual student level to identify trends, strengths, and areas of need. This data will drive responsive instruction, targeted interventions, and enrichment opportunities, while also informing professional development to build teacher capacity in addressing gaps and accelerating student growth. **Strategy's Expected Result/Impact:** 75% of our students will meet or exceed Projected Growth on MAP Growth data from BOY to EOY **Staff Responsible for Monitoring:** Campus Admin and Teachers				

 No Progress  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.

Evaluation Data Sources: 4th and 5th Grade EOY Student Survey on CCMR Topics

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
Strategy 1: Exposure to Careers & Future Pathways: Host quarterly CTE partnership events with district high school students to introduce elementary students to various careers and technical fields (aligned with our Million Word Challenge celebrations). **Strategy's Expected Result/Impact:** We will provide students early exposure to a variety of career paths and technical skills, helping them make connections between their current learning and future opportunities. These experiences are expected to increase student engagement, expand their understanding of career possibilities, and inspire long-term goal setting, ultimately fostering a stronger sense of purpose and readiness for college, career, military, and life pathways. **Staff Responsible for Monitoring:** Campus Administration				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2: Building Soft Skills for Life Readiness: We will continue our campus-wide focus on developing essential soft skills through SPECIAL First Impressions lessons embedded in weekly morning meetings and across all grade levels. Students will practice communication, collaboration, problem-solving, and professionalism throughout the year, culminating in our Amazing Shake competition in May. Community members and local business leaders will be invited to participate in the competition as judges and mentors, providing students with authentic, real-world experiences and feedback. This initiative will prepare students to confidently navigate future academic, career, and life situations by strengthening interpersonal skills, resilience, and leadership. **Strategy's Expected Result/Impact:** Through consistent practice and real-world application of soft skills, students will demonstrate measurable growth in communication, confidence, and problem-solving abilities. By the end of the year, students will be able to clearly introduce themselves, engage in respectful dialogue, and adapt to new situations with poise. Participation in the Amazing Shake competition, supported by community and business leaders, will increase students' readiness for future academic and career opportunities, fostering leadership and life skills essential for college, career, military, and life readiness. **Staff Responsible for Monitoring:** Campus Administration and Teachers				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
Strategy 3: Building Life Readiness Through Service and Community Outreach: We will provide students with meaningful opportunities to practice leadership, empathy, and civic responsibility by having each House lead a community outreach project during the school year. Projects will include a coat drive in October, a 10,000 Cards for the Troops campaign in December, an animal shelter blanket drive in February, and a Cook Children's Hospital toy/stuffed animal drive in the spring. **Strategy's Expected Result/Impact:** We will give students authentic experiences in planning, organizing, and executing service initiatives, fostering skills such as communication, teamwork, problem-solving, and goal-setting. By connecting students to local and global communities, we are preparing them to graduate life ready with a strong sense of purpose and social responsibility. **Staff Responsible for Monitoring:** Campus Administration and Teachers				

 No Progress  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			
	Formative			Summative
	Nov	Jan	Mar	May
Strategy 1: Intentionally seek staff feedback by surveying staff each quarter to receive items of concern or consideration. **Strategy's Expected Result/Impact:** Staff will have a greater sense of having their voice heard and develop collective responsibility and school-wide commitment. **Staff Responsible for Monitoring:** campus admin				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2: Implement various forms of staff recognition including weekly Red Ruby Recognition Staff Award nominations from colleagues and monthly Emerald Excellence Award nominations will be solicited from parents. **Strategy's Expected Result/Impact:** Improved morale of staff and improved overall campus culture. **Staff Responsible for Monitoring:** Campus Admin				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
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. **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.				

 No Progress  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
	Nov	Jan	Mar	May
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. **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. The culture of learning with each other will be trust as well as collective efficacy. **Staff Responsible for Monitoring:** Campus admin to schedule; teachers will implement				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2: Our Instructional Leadership Team will engage with staff to build the capacity of all teachers through protocols designed to enhance collaboration and trust within the learning community. This will include PLC, goal setting, State of the School, and data meetings. **Strategy's Expected Result/Impact:** Staff will feel empowered through increased collaboration and their teaching practices will improve as a result of their improved self-efficacy and experiences. **Staff Responsible for Monitoring:** ILT will monitor with Campus admin through agendas and feedback from the staff.				

No Progress 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			
	Formative			Summative
	Nov	Jan	Mar	May
Strategy 1: SRE will hold weekly PLCs focused on collaborative planning and data-driven discussions. Teachers will analyze student data, refine strategies, and design targeted interventions in partnership with special education staff and instructional coaches to improve instruction and student outcomes across all grade levels. **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.				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
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. **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				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
Strategy 3: SRE staff initiated, based on the needs of the campus, a book study during the summer of 2025 on "Culturally Responsive Teaching" in an effort to understand our students on a deeper level. **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. In addition, we will monitor student discipline to determine the impact of culturally responsive teaching. **Staff Responsible for Monitoring:** Teacher leaders to lead the study. Campus admin will support the development of the criteria and impact				

No Progress 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			
	Formative			Summative
	Nov	Jan	Mar	May
Strategy 1: We will create a supportive, inclusive environment that enhances student success and fosters a sense of belonging for all families. In partnership with PTA through a variety of engaging events throughout the year. A minimum of one campus event a month will be offered to build community of students, teachers, parents, and community members. These events are designed to celebrate learning, culture, and community spirit while providing opportunities for families to connect with the school and each other. **Strategy's Expected Result/Impact:** We will monitor the % of PTA membership on our campus as well as the number of events and the attendance at each one. Feedback on events will be solicited to determine the school community's impression and future needs. **Staff Responsible for Monitoring:** Campus Administration, Counselors				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2: SRE has included a parent advisory group to engage in the planning and implementation of the Campus Improvement Plan. Their participation and feedback will enhance the school community and support for the overall goals of the campus. **Strategy's Expected Result/Impact:** By providing an additional perspective to the campus planning, SRE should benefit through increasing the level of partnerships and support of the school community.				

No Progress 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			
	Formative			Summative
	Nov	Jan	Mar	May
Strategy 1: SRE will continue our monthly "Longhorn Learning in Action" 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. **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			
	Formative			Summative
	Nov	Jan	Mar	May
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. **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.				

 No Progress  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			
	Formative			Summative
	Nov	Jan	Mar	May
Strategy 1: We will implement OZ-some Arrival Time, a structured morning routine where students participate in STEM-based, hands-on activities designed to spark creativity, problem-solving, and collaboration. These activities promote student conversation, teamwork, and kinesthetic engagement, creating a positive, calm, and connected start to the school day. **Strategy's Expected Result/Impact:** To foster a calm, positive start to the day by building student collaboration, creativity, and problem-solving skills. This structured routine will strengthen relationships, support emotional well-being, and set the tone for engaged learning throughout the day.				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2: We will implement the Behavior Support Framework tier one and tier two strategies with fidelity to promote a positive, respectful environment conducive to learning and social-emotional growth. **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				

 No Progress  Accomplished  Continue/Modify  Discontinue

Northwest Independent School District

Seven Hills Elementary School

2025-2026 Campus Improvement Plan

Accountability Rating: Targeted Support and Improvement (TSI)

Mission Statement

At Seven Hills Hills Elementary, we empower learners to be leaders by developing the whole person. As a community, we will aim high and persevere when the work is hard, knowing that together we WILL accomplish greatness.

Vision

In preparation for future success, every student will leave their grade level at or above grade level, not matter where they start. Teachers, students, families, and the community will work in partnership to create a school all children want to attend.

Value Statement

Kids come first.

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

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

Learning is influenced by environment.

Northwest ISD Vision

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

Northwest ISD Mission

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

Seven Hills Elementary School

We believe...

relationships impact achievement

everyone has genius

everyone can be a leader

in developing the whole person

change starts with me

educators empower students to lead their own learning

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Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

The following have been identified as areas of focus for the 2025 - 2026 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 consistently meeting desired levels of mastery/proficiency or growth in all grade levels and content areas. Students in the Special Education student group are not meeting growth progress goals on state assessments.
- Continued focus on literacy instruction across content areas (listening, speaking, reading, writing, and thinking).
- Continued 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 and vocabulary/language development:
        - **Vocabulary Focus:** language of the discipline, morphology
        - **Comprehension Focus:** responding to the prompt
- Continued focus on planning and delivery of Tier I instruction in all content areas, with a focus on leveraging TEKS based planning and small group instruction as instructional strategies.
    - Continued focus on building depth of understanding of the standards.

- Move beyond identifying small group needs based on individual student progress monitoring data to planning high leverage, skill/TEK based small group instruction and prioritization of resources aligned to the rigor of the standard.

- 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.
  - Intentionally use a variety of data sets for instructional planning, reteach, and intervention, including relevant spiral review of high leverage TEKS/skills.
- 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, with a focus on connected feedback.
  - 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 continued 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 meaningful and timely systems 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 2025 - 2026 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 high rates of growth The staffing of the campus leadership/administration team needs to continue to be supported in such a way that campus instructional goals are met, efforts to close achievement gaps are supported,the safety and security of all students and staff is a priority, student discipline and special services caseloads *(Special Education, 504, MTSS, and Counseling)* are managed, and we improve the overall health of the campus organization.

Title I Intervention Specialist (Campus Instructional Teacher): Seven Hills has an imbalanced MTSS distribution, 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 STAAR, CBAs, benchmark assessments, mClass, MAP assessments, and Imagine Math. This data will be used to focus coaching cycles and grade level support.

1.5 Title I Interventionists: Seven Hills served 193 students in MTSS (Tier 2 and Tier 3) during the 2024 - 2025 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.

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: Based on 2024 - 2025 data, current needs, and in preparation for projected growth, Seven Hills continues 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:

- 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.
  - Fully implement Tier 2 Emergent Tree framework.
  - 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.

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.

2 MTA 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): 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 708 during the 2024 - 2025 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. 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. Demographic data for the 2024 - 2025 school year:

White	Hispanic	African American	2 or More Races	Asian	Economically Disadvantaged	Special Education	504	Dyslexia	GT	EB	At-Risk	MTSS	Homeless
55%	32%	7%	6%		47%	30%	3%	11%	8%	14%	43%	31%	

Campus attendance trends below the district average at 94%.

Staffing is adjusted every year to meet campus needs based on enrollment and student services. The 2024 - 2025 Seven Hills staff consisted of 34 general education classroom teachers, 8 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 2024 - 2025 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 based on need. Seven Hills had 7 special education paraprofessionals, 2 Pre-K paraprofessionals, 1 P.E. paraprofessional & 1 Title I paraprofessional. We have 1 principal, 2 assistant principals, 1 office manager, 2 counselors, 1 Behavioral Interventionist, 1 nurse, and 3 paraprofessionals serving as office receptionist/registrar, attendance clerk and campus assistant. 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 following positions were added for the 2025 - 2026 school year: One first grade teacher.

The 2025 -2026 student - teacher ratio in kindergarten - 1st Grade is 22:1. The student-teacher ratio in 2nd - 5th Grade is 24:1.

Campus/community growth continues to impact 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 2024 - 2025 school year, Seven Hills had 3 Hispanic staff members, 3 bilingual (not bilingual certified) staff members, and 1 African American staff member.

During the 2024 - 2025 school year, the school had three self-contained special education classrooms, 2 PACEE and 1 ECSE, in addition to four teachers providing resource and inclusion services. Seven Hills had two full-day Pre-K classrooms for students who meet eligibility qualifications or are tuition based. This staffing continued for the 2025 - 2026 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 2024 - 2025 school year, Seven Hills saw a decrease in extreme dysregulated student behavior. 4 reports of violence or harm were made to others (down from 13) and 11 reports of self-harm were made. Eight Title IX reports were made resulting in 0 investigations. One bully investigation was completed. During the 2024-2025 school year there were 192 classroom discipline referrals. Seven Hills was supported by an NISD and Title I Behavior Interventionist. The caseload consisted of 26 general education students, and they supported tier 2 MTSS/Emergent Tree intervention.

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 re-certification.
- 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 *(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.

- 45 out of 46 instructional staff (core content, special education, intervention) have ESL Certification. A plan is in place to ensure all new staff are ESL certified.
- Front office staff are bilingual and able to support Spanish and French speaking families.
- 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 *Titl 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 caseload (100 students) 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, weekend snack packs, summer enrichment, and summer food.
- Students had the opportunity to be involved in the following activities for the 2024 - 2025 school year: Girls on the Run, Destination Imagination, Ultimate Book Challenge, Choir, Running Club, Spelling Bee, UIL, Student Lighthouse, Performing Arts Club, Soccer Club (CIS) 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 2025, 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.
- Seven Hills also offered two family centered enrichment nights. For example, STEAM Night in conjunction with the Fort Worth Museum of Science and a Multicultural Night.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): All students do not have equitable access to educational opportunity, ultimately contributing to a diverse range of learning needs and gaps in

student understanding.
Root Cause: Seven Hills continues to experience high rates of student mobility and growth and continues to be identified as a Title I school.

Problem Statement 2 (Prioritized): Student behaviors are becoming more reactive and dysregulated, with some incidents reaching crisis levels. Staff need additional training, tools, and access to consistent expert support to effectively address diverse behavioral needs and maintain a safe, supportive learning environment for all students.
Root Cause: While Tier 1 professional learning through Emergent Tree has built teacher capacity and established common expectations and language, additional targeted professional development, consistent implementation, and timely access to behavioral intervention experts are needed to fully support students and staff.

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 and Emergent Tree school. 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 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 that require training.

Problem Statement 4 (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.

Student Learning

Student Learning Summary

Based on released 2024 STAAR accountability data, Seven Hills Elementary received an overall "B" accountability rating with the Texas Education Agency and has been identified as a campus needing Targeted Support. The Targeted Assistance designation is a result of lack of growth progress in the Special Education student group. 2024 STAAR Accountability:

- School Progress: B
- Academic Growth: B
- Closing Gaps: C
- Overall Rating: 80/B

STAAR Results:

STAAR Data	2024 3rd Grade Reading	2025 3rd Grade Reading	2024 4th Grade Reading	2025 4th Grade Reading	2024 5th Grade Reading	2025 5th Grade Reading
% Approaches and higher	64%	76%	72%	81%	75%	63%

STAAR Data	2024 3rd Grade Math	2025 3rd Grade Math	2024 4th Grade Math	2025 4th Grade Math	2024 5th Grade Math	2025 5th Grade Math
% Approaches and higher	58%	63%	62%	78%	77%	66%

Students will be provided tutorials as designated by HB1416 during summer school and/or the 2025-2026 school year based on the results of the 2025 STAAR.

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	17	13	9	10	9	8	3
Math	17	17	14.8	12	12.7	14	11.2	9

mClass was used as a literacy universal screener and progress monitoring platform in kindergarten - 3rd grades. **End of year 2025 mClass composite and growth data:**

2025 EOY mClass:	K	1	2	3
% On or Above Benchmark	79%	57%	51%	51%
% Met Growth Projection	79%	57%	74%	61%

In pursuit of the 2024 - 2025 campus goal, progress monitoring data was kept on K-5 grade literacy proficiency and growth. Cold reads were used to collect reading comprehension data each month, and mClass or TEK based common formative assessments were used to collect skill-based data every 4 weeks. Progress was regularly reviewed in PLCs.

It is evident that the following literacy 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.

In response to the needs of the campus and the designation by TEA as a targeted assistance campus based on 2025 accountability ratings in the Special Education student group, structures and systems continue to be implemented with revision/refinement based on need:

- TEK/Skill based WIGs in K-5th grades in response to individual student data. A four-week cycle for WIGs, including consistent progress monitoring and accountability for small group planning/intervention, was refined and implemented with fidelity, including WIG sessions in PLCs.
- Data reviews continued through PLCs/ Extended PLCs. Grade level teams reviewed progress monitoring, CBA, benchmark and MAP data after respective assessments. Protocols are used to evaluate progress, set short term goals, determine action steps and what evidence would indicate success.
- TEKs Checks or Module Checks were revised in third - fifth grade for math and ELA. Teams used longitudinal STAAR performance data and Lead4Ward resources to determine consistent gaps in specific TEK performance. These “hot spot” TEKs were then prioritized based on curriculum time lines and Lead4Ward information, built into a calendar for spiral review and instruction, and formative or short cycle assessments created. Teams carefully considered the data from each short cycle assessment and adjusted instruction/intervention accordingly. The data yielded valuable information necessary

for individual student growth progress and mastery of TEKs.

- Student Teacher Action planning Tool (STAT) continued to be used for planning small group instruction (Reading and Math) to support restructured WIGs and the WIG cycle. Fidelity checks were completed by Academic Action Team Leaders and campus Administration.
- 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 continue to participate in the Reading Academy.
- The campus responded to the needs of students through HB1416 tutorials.
- 5th grade teachers hosted lunch bunch tutorial sessions during Spring semester focused on high leverage TEKS.
- Title 1 interventionists 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 (CIT) 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 sprint goal setting.
- Summer school was offered to students based on a variety of data sets.

The campus instructional focus included high quality, Tier 1, instructional planning and learning targets, providing personalized learning experiences based on data, and providing meaningful and relevant opportunities to write across all content areas. 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 2024-2025 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, writing across content, 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, 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 four-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.
- 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 *(2024-2025 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, Leadership Expo with mini-student-led conferences, Multicultural 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.
- Students were provided the opportunity to write across the content areas on a consistent bases. Teachers built capabilities in planning for and responding to student writing through professional development, including the opportunity for a vertical review of the TEK and writing rubrics progression.
- Teachers engage in regular vertical discussions around content and fidelity of best instructional practices.
- Grade level teams have developed and implemented highly effective planning structures and processes.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): The campus continues to perform below the district average on district and state assessments and did not meet growth progress measures on state assessments in the Special Education student group.
Root Cause: Depth of teacher understanding of the standards and curriculum in math and literacy lacks consistency, impacting implementation of Tier 1 & 2 instructional strategies, such as small groups. Students need more time and exposure to TEK/skill-based content for mastery.

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 how to plan for spiral review of priority TEKS and high leverage small groups is not pervasive.
Root Cause: Teacher retention and campus growth over several years continues to impact the breadth, depth, and experience related to best instructional practices (including spiral review of standards & skills), content knowledge, and understanding the rigor and success criteria for grade level standards.

Problem Statement 3 (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 high growth, Title I community.
Root Cause: Many families face barriers to accessing information and resources needed to support student learning. Some lack clarity around academic expectations, current student performance levels, and actionable steps to close learning gaps, underscoring the need for stronger communication systems and family learning opportunities.

Problem Statement 4 (Prioritized): All students do not have equitable access to educational opportunity, ultimately contributing to a diverse range of learning needs and gaps in student understanding.
Root Cause: Seven Hills continues to experience high rates of student mobility and growth and continues to be identified as a Title I school.

Problem Statement 5 (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, a Leader in Me School, received Lighthouse Certification through Franklin Covey in May 2019 and will continue to apply for re-certification 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 and Tier 2 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)*
- 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
- District and campus based professional learning for Emergent Tree Tier 2 structures.

Students are taught the "7 Habits of Happy Kids" through experiences and direct instruction. The 7 Habits meets the district's character education and character/ leadership 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 and through focused guidance lessons. A comprehensive scope and sequence, including resources and a timeline of implementation, exists and is reviewed annually to meet the current needs of the campus.+

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 2024 - 2025 school year included, but were not limited to Ultimate Book Challenge, Girls on the Run, 4th Grade Musical, Choir, Destination

Imagination, Performing Arts Club, Soccer Club, Running Club, and UIL.

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 meet 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. Feedback boards were implemented campus wide, recognizing 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 HB1416. Pull out intervention programs, such as MTSS Tier 3, attempt to work with students during this designated time, in order to reduce the number of core content minutes missed.

Seven Hills has 35 general education classroom teachers, 7 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, 2 assistant principals, 1 Title I Interventionist, 1 office manager, 2 counselors, 1 nurse, and 3 paraprofessionals serving as office receptionist, attendance clerk, and campus assistant. 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.

During the 2024 - 2025 school year, we had three self-contained special education classrooms, two PACEE and one 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)*. This staffing for the 2025 - 2026 school year was reduced to 5 intervention teachers

(MTA, EB, MTSS).

The following systems and structures are in place to support new hires:

- Mentor/Buddy assignments
- Campus based new hire professional learning in August 2025
- Win-Win Wednesday mini-pd sessions for mentors and mentees
- Coaching and Feedback Cycles

Staff and students are engaged in campus decision making processes. Campus leadership teams align with the Leader in Me Framework, and 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 protocols are used to structure conversations. This cycle anchors the work of the PLC around the campus and team's WIG. PLCs during the 2024 - 2025 school year focused heavily on instructional planning, learning targets, success criteria, teacher models, formative assessment, and student data analysis. Four cycles of NISD Learning Teams were completed at Seven Hills during the 2024 - 2025 school year, and two included feedback from NISD leaders and/or the NISD C&I Department. Extended PLCs continued to be implemented in grades K-5 as an opportunity to complete data dives, engage in mini-pd sessions using Lead4Ward/mClass 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.

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, and the Policy Review Committee. Seven Hills has 3 parents represented on the Long-Range Planning Committee, and 2 parents participated in Leadership NISD.
K -5 students are 1:1 with Chromebooks, and in alignment with campus core values, digital citizenship lessons are taught annually.

School Processes & Programs Strengths

The following have been identified as strengths in the area of School Processes and Programs:

- **State of the School** was implemented as part of the campus WIG Session, as an opportunity to celebrate growth, achievement, and goal progress. Teams reviewed their goals, monitored progress, identified areas of celebration, and planned new lead measures based on progress toward goals. State of the School was completed at the end of each quarter.
- The **Tier 1 Emergent Tree Team** met to review implementation progress, review data to determine support based on area of need, and plan professional development based on area of need.
  - The **Leadership Action Team** completed the following projects during the 2024 - 2025 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, Habits at Home Den Chats aligned to core values and leadership competencies, two family Leadership Nights (STEAM Night with the Fort Worth Museum and the first annual Multicultural Night)
  - The **Culture Leadership Action Team** completed the following projects during the 2024 - 2025 school year: Hills Huddle each month with Emergent Tree

skill building and LIM leadership competency connections, Sharpen the Saw Clubs, Kindness Week; Aloha STEAM Day; Culture Cultivator.

- The **Academics Leadership Action Team** completed the following projects during the 2024 - 2025 school year: PLC facilitation; Data Splash Pages; Leadership Expo.
- All returning staff were provided an opportunity to express interest in/apply for a leadership team positions for the 2024 - 2025 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 instruction 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 2024 - 2025 school year, including the revision of TEK/Skill based student WIGs and 4-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 continue to be used as a tool to communicate current levels of performance for each student. These splash pages were accompanied by assessment reports from relevant platforms, including mClass and MAP. These were sent home at BOY, MOY, and EOY. Reports were also provided at parent conferences in October and at Leadership Expo (Open House) in the Spring.
- Quarterly Splash Pages were added to take home folders communicating current text level, current number of Imagine Math lessons completed, current WIG focus, and home-school leadership competency connections.

- Feedback boards implemented campus wide. The campus met three goal benchmarks with over 150 boards completed during the 2024 - 2025 school year.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): The campus model to support new and induction year teachers requires consistent revision in order to substantially support leadership development, content knowledge and expertise, and/or high leverage Tier 1 instructional practices. A leadership pipeline to develop teacher leaders has been established and needs refinement.
Root Cause: Continuous growth impacts the ratio of staff with sufficient knowledge and understanding of campus/district systems, routines, and processes. All 0-2 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 2 (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 high growth, Title I community.
Root Cause: Many families face barriers to accessing information and resources needed to support student learning. Some lack clarity around academic expectations, current student performance levels, and actionable steps to close learning gaps, underscoring the need for stronger communication systems and family learning opportunities.

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 and Emergent Tree school. 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 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 that require training.

Perceptions

Perceptions Summary

Considering the continued growth experienced during the 2024 - 2025 school year and the projected growth for the 2025 - 2026 school year, building a positive, healthy campus culture that promotes leadership, and learning continues to be a campus focus. As we start the 10th 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 2024 - 2025 school year, Seven Hills continued to implement 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 2025. 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:

- **Top Dimension: Goal Focus** - the ability of persons, groups, or organizations to have clarity, acceptance, support, and advocacy of organization-wide goals and objectives.
- **Priority Dimension: Autonomy** - the state in which a person, group, or organization have the freedom to fulfill their roles and responsibilities.

In the Spring of 2025, all 3rd - 5th grade students took the Satchel Pulse SEL survey. This survey has been used for three 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:

- **Area of Strength:** Self-Awareness (77%)
- **Priority for Improvement**: Self-Management (70%)

Platforms used to communicate our campus mission and beliefs to different community 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)*

- Stakeholder Dinner *(May)*

Building a sense of community at Seven Hills continues to be a priority. We want parents and families, both new and returning, to feel welcome, be involved, and engage as partners in their student's learning. We provide a number of opportunities for families to be involved on campus, including Meet the Teacher, family nights, musical and fine art events, and academic, leadership and character celebrations at Leadership Assemblies each grading period. The campus hosted multiple events during the 2024 - 2025 school year:

- Curriculum Night
- Family Leadership Nights *(STEAM Night with the Fort Worth Museum and Multicultural Night)*
- 5th Grade Veterans Day program
- 4th Grade Musical
- Leadership Expo *(Open House)* with Student Led Min-Conferences
- Awards Assemblies *(end of the year) and* Lighthouse Leader Assemblies *(monthly)*
- Choir Concert
- Performing Arts Showcase
- First Grade Mother's Day Tea
- Literacy Events: Northwest Reads, 1st Grade Chick-Nic, Book Character Parade
- Thanksgiving Lunch
- Grandparents Day

Student Leadership Notebooks are used as a tool to communicate the campus mission in action.

Students are demonstrating leadership skills and taking on new roles and responsibilities through opportunities such as Student Lighthouse Team, reader leaders, morning greeters, Gym Assistants, Morning Announcement Leaders and leaders of Sharpen the Saw Clubs.

Seven Hills had a new PTA Executive Board for the 2024 - 2025 school year. The PTA was very active and completed the following projects aligned with their goals:

- Tuesday Volunteer Program
- Rad Dads/Watch DOGS
- Breakfast with Santa
- Carnival
- Sweetheart Dance
- Spooky Skate
- Spirit Shop
- Teacher Luncheons
- PTA Reflections
- Family Book Club

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 2024 - 2025 school year:

- 0 Bully Investigations
- 4 Threat Assessments
- 8 Title IX Reports with 0 resulting in Investigation

Employee retention data for the 2024 - 2025 school year includes:

- 6 paraprofessionals resigned during the school year; 3 of the 6 accepted advanced positions within NISD
- 3 teachers resigned

Perceptions Strengths

The following have been identified as strengths in the area of Perceptions:

- 83% of students indicate they feel safe at school.
- Campus OHI data collected in the Spring of 2025 indicates the state of the campus is “healthy.”
- OHI data indicates Seven Hills has high goal focus. The cohesion dimension increased from the 2023 administration.
- 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.
- New and induction year teacher retention rates and new staff listening session feedback indicates that the structures to support onboarding are substantial and effective.
- Seven Hills successfully aligned and implemented Tier I components of the Emergent Tree Framework and successfully piloted the Tier 2 framework.
- Campus Sign-in sheets and PTA records indicate high attendance at campus community engagement events.
- Stakeholder feedback indicates home-school connections such as the Family Book Club are appreciated and accessed.
- Stakeholder feedback indicates value and appreciation for the increased parent communication regarding individual student achievement and growth. Spe

Problem Statements Identifying Perceptions 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 and Emergent Tree school. 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 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 that require training.

Problem Statement 2 (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 3 (Prioritized): Student behaviors are becoming more reactive and dysregulated, with some incidents reaching crisis levels. Staff need additional training, tools, and access to consistent expert support to effectively address diverse behavioral needs and maintain a safe, supportive learning environment for all students.
Root Cause: While Tier 1 professional learning through Emergent Tree has built teacher capacity and established common expectations and language, additional targeted professional development, consistent implementation, and timely access to behavioral intervention experts are needed to fully support students and staff.

Problem Statement 4 (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 high growth, Title I community.
Root Cause: Many families face barriers to accessing information and resources needed to support student learning. Some lack clarity around academic expectations, current student

performance levels, and actionable steps to close learning gaps, underscoring the need for stronger communication systems and family learning opportunities.

Priority Problem Statements

Problem Statement 1: The campus continues to perform below the district average on district and state assessments and did not meet growth progress measures on state assessments in the Special Education student group.

Root Cause 1: Depth of teacher understanding of the standards and curriculum in math and literacy lacks consistency, impacting implementation of Tier 1 & 2 instructional strategies, such as small groups. Students need more time and exposure to TEK/skill-based content for mastery.

Problem Statement 1 Areas: 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 how to plan for spiral review of priority TEKS and high leverage small groups is not pervasive.

Root Cause 2: Teacher retention and campus growth over several years continues to impact the breadth, depth, and experience related to best instructional practices (including spiral review of standards & skills), content knowledge, and understanding the rigor and success criteria for grade level standards.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: 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 high growth, Title I community.

Root Cause 3: Many families face barriers to accessing information and resources needed to support student learning. Some lack clarity around academic expectations, current student performance levels, and actionable steps to close learning gaps, underscoring the need for stronger communication systems and family learning opportunities.

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

Problem Statement 4: All students do not have equitable access to educational opportunity, ultimately contributing to a diverse range of learning needs and gaps in student understanding.

Root Cause 4: Seven Hills continues to experience high rates of student mobility and growth and continues to be identified as a Title I school.

Problem Statement 4 Areas: Demographics - Student Learning

Problem Statement 5: Attendance impacts growth and achievement. Student attendance rates are consistently lower than the district average.

Root Cause 5: Inconsistent attendance patterns influence urgency, desire, and perceptions about the value and importance of school among families.

Problem Statement 5 Areas: Demographics - Student Learning - Perceptions

Problem Statement 6: Student behaviors are becoming more reactive and dysregulated, with some incidents reaching crisis levels. Staff need additional training, tools, and access to consistent expert support to effectively address diverse behavioral needs and maintain a safe, supportive learning environment for all students.

Root Cause 6: While Tier 1 professional learning through Emergent Tree has built teacher capacity and established common expectations and language, additional targeted professional development, consistent implementation, and timely access to behavioral intervention experts are needed to fully support students and staff.

Problem Statement 6 Areas: Demographics - Perceptions

Problem Statement 7: New staff, students, and families do not have a deep understanding of and/or the tools/strategies necessary to be highly successful in the culture of leadership and learning created as a Leader in Me and Emergent Tree school. Alignment between LIM and Emergent Tree frameworks, building trust, and developing authentic partnerships with new staff, students, and families is a need.

Root Cause 7: Seven Hills continues to experience 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 that require training.

Problem Statement 7 Areas: Demographics - School Processes & Programs - Perceptions

Problem Statement 8: The campus model to support new and induction year teachers requires consistent revision in order to substantially support leadership development, content knowledge and expertise, and/or high leverage Tier 1 instructional practices. A leadership pipeline to develop teacher leaders has been established and needs refinement.

Root Cause 8: Continuous growth impacts the ratio of staff with sufficient knowledge and understanding of campus/district systems, routines, and processes. All 0-2 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 8 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)
- 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
- Federal Report Card and accountability data
- RDA data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data

- Special education/non-special education population including discipline, progress and participation data
- 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
- 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
- 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
- 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.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
Strategy 1: Literacy will be intentionally integrated into all content area instructional practices. 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. **Strategy's Expected Result/Impact:** Increase literacy proficiency and student achievement with the successful transfer of literacy skills across disciplines. Campus, district, and state assessment data will reflect student growth in all student groups, specifically Special Education. Increase the percentage of times the campus meets or exceeds the district average on comprehensive assessments. 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 Principal, Academic Action Team, CIT, NISD Instructional Coaches, Teachers **Title I:** 2.51, 2.52, 2.53, 2.534 **- Targeted Support Strategy** **Problem Statements:** Demographics 1 - Student Learning 1, 2, 3, 4 - School Processes & Programs 2 - Perceptions 4				

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: All students do not have equitable access to educational opportunity, ultimately contributing to a diverse range of learning needs and gaps in student understanding. **Root Cause**: Seven Hills continues to experience high rates of student mobility and growth and continues to be identified as a Title I school.

Student Learning

Problem Statement 1: The campus continues to perform below the district average on district and state assessments and did not meet growth progress measures on state assessments in the Special Education student group. **Root Cause**: Depth of teacher understanding of the standards and curriculum in math and literacy lacks consistency, impacting implementation of Tier 1 & 2 instructional strategies, such as small groups. Students need more time and exposure to TEK/skill-based content for mastery.

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 how to plan for spiral review of priority TEKS and high leverage small groups is not pervasive. **Root Cause**: Teacher retention and campus growth over several years continues to impact the breadth, depth, and experience related to best instructional practices (including spiral review of standards & skills), content knowledge, and understanding the rigor and success criteria for grade level standards.

Problem Statement 3: 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 high growth, Title I community. **Root Cause**: Many families face barriers to accessing information and resources needed to support student learning. Some lack clarity around academic expectations, current student performance levels, and actionable steps to close learning gaps, underscoring the need for stronger communication systems and family learning opportunities.

Problem Statement 4: All students do not have equitable access to educational opportunity, ultimately contributing to a diverse range of learning needs and gaps in student understanding. **Root Cause**: Seven Hills continues to experience high rates of student mobility and growth and continues to be identified as a Title I school.

School Processes & Programs

Problem Statement 2: 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 high growth, Title I community. **Root Cause**: Many families face barriers to accessing information and resources needed to support student learning. Some lack clarity around academic expectations, current student performance levels, and actionable steps to close learning gaps, underscoring the need for stronger communication systems and family learning opportunities.

Perceptions

Problem Statement 4: 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 high growth, Title I community. **Root Cause**: Many families face barriers to accessing information and resources needed to support student learning. Some lack clarity around academic expectations, current student performance levels, and actionable steps to close learning gaps, underscoring the need for stronger communication systems and family learning opportunities.

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

Performance Objective 2: Academic Progress
1.2 Our students will achieve individualized academic goals to reach a year's growth or more in all content areas.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
Strategy 1: We will prioritize student mastery of grade level content through recursive learning opportunities. We will develop and implement data-driven structures to review and practice previously taught, high leverage/hotspot skills and standards in meaningful, relevant, and assessment formatted ways. Structures may include Think Alongs, 9-Minute Challenges, small group instruction, station rotations, and UFLI Word Work. Common formative assessments will be used to measure mastery and monitor growth and achievement of priority skills/standards. **Strategy's Expected Result/Impact:** Provide more time with content for students. Increase the number of students making growth and consistently meeting standards on priority TEKs. Campus, district, and state assessment data will reflect student growth in all student groups, specifically Special Education. Increase the percentage of times the campus meets or exceeds the district average on comprehensive assessments. Empower students to set sprint goals and monitor growth and progress for identified focus area skills and standards. Deepen teacher depth of understanding of the rigor and vertical progression of the TEK, how the TEK is assessed, and how to plan for rigorous review and practice opportunities. **Staff Responsible for Monitoring:** Principal, Assistant Principal, CIT, Academic Action Team, Teachers, NISD Instructional Coaches **Title I:** 2.51, 2.52, 2.53, 2.534 **- Targeted Support Strategy** **Problem Statements:** Demographics 1 - Student Learning 1, 2, 4				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2: 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 student 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:** Increase the number of students making growth and consistently meeting standard on priority TEKs. Increase the percentage of times the campus meets or exceeds the district average on comprehensive assessments. Campus, district, and state assessment data will reflect student growth in all student groups, specifically Special Education. Establish common language and consistent practices around Tier I instructional planning, instruction, and intervention.. By consistently using data to drive and plan instruction, teachers will be empowered to make decisions based on individual student need. Students will be active participants in goal setting, self-assessment, and progress monitoring throughout the lesson cycle. **Staff Responsible for Monitoring:** Principal, Assistant Principal, CIT, Academic Action Team, Teachers, NISD Instructional Coaches **Title I:** 2.51, 2.52, 2.53, 2.534 **- Targeted Support Strategy** **Problem Statements:** Demographics 1 - Student Learning 1, 2, 3, 4 - School Processes & Programs 2 - Perceptions 4				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
Strategy 3: We will leverage small groups 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 small group arrangements and planning. **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, Tier 3, Special Education). Campus, district, and state assessment data will reflect student growth and improvement in student achievement, specifically in the Special Education student group. Increase the percentage of times the campus meets or exceeds the district average on comprehensive assessments. **Staff Responsible for Monitoring:** Principal, Assistant Principal, CIT, Academic Action Team, Interventionists, Special Education Teachers, NISD instructional Coaches **Title I:** 2.51, 2.52, 2.53, 2.534 **- Targeted Support Strategy** **Problem Statements:** Demographics 1 - Student Learning 1, 2, 3, 4 - School Processes & Programs 2 - Perceptions 4				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
Strategy 4: 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 School. Progress toward grade level and student goals will be communicated through campus scoreboards, student WIG sheets, HOWL binders, student Data Splash Pages, and WIG Session (State of the School/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 ownership of learning. Increase the percentage of times the campus meets or exceeds the district average on comprehensive assessments. Campus, district, and state assessment data will reflect student growth in all student groups, specifically Special Education. **Staff Responsible for Monitoring:** Principal, Assistant Principal, CIT, Leadership Action Team, Culture Action Team, Academic Action Team, Teachers **Title I:** 2.51, 2.52, 2.53, 2.534 **- Targeted Support Strategy** **Problem Statements:** Demographics 1 - Student Learning 1, 2, 3, 4 - School Processes & Programs 2 - Perceptions 4				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: All students do not have equitable access to educational opportunity, ultimately contributing to a diverse range of learning needs and gaps in student understanding. **Root Cause**: Seven Hills continues to experience high rates of student mobility and growth and continues to be identified as a Title I school.

Student Learning
Problem Statement 1: The campus continues to perform below the district average on district and state assessments and did not meet growth progress measures on state assessments in the Special Education student group. **Root Cause**: Depth of teacher understanding of the standards and curriculum in math and literacy lacks consistency, impacting implementation of Tier 1 & 2 instructional strategies, such as small groups. Students need more time and exposure to TEK/skill-based content for mastery.
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 how to plan for spiral review of priority TEKS and high leverage small groups is not pervasive. **Root Cause**: Teacher retention and campus growth over several years continues to impact the breadth, depth, and experience related to best instructional practices (including spiral review of standards & skills), content knowledge, and understanding the rigor and success criteria for grade level standards.

Student Learning

Problem Statement 3: 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 high growth, Title I community. **Root Cause**: Many families face barriers to accessing information and resources needed to support student learning. Some lack clarity around academic expectations, current student performance levels, and actionable steps to close learning gaps, underscoring the need for stronger communication systems and family learning opportunities.

Problem Statement 4: All students do not have equitable access to educational opportunity, ultimately contributing to a diverse range of learning needs and gaps in student understanding. **Root Cause**: Seven Hills continues to experience high rates of student mobility and growth and continues to be identified as a Title I school.

School Processes & Programs

Problem Statement 2: 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 high growth, Title I community. **Root Cause**: Many families face barriers to accessing information and resources needed to support student learning. Some lack clarity around academic expectations, current student performance levels, and actionable steps to close learning gaps, underscoring the need for stronger communication systems and family learning opportunities.

Perceptions

Problem Statement 4: 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 high growth, Title I community. **Root Cause**: Many families face barriers to accessing information and resources needed to support student learning. Some lack clarity around academic expectations, current student performance levels, and actionable steps to close learning gaps, underscoring the need for stronger communication systems and family learning opportunities.

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

Performance Objective 3: College, Career, Military & Life Readiness
1.3 Our students will graduate life ready and prepared for success in career, college, or military service.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
Strategy 1: We will provide students opportunities within and beyond the school day to develop academic and personal leadership skills through involvement in enrichment and extension activities. The NISD CTE videos and events such as Career Day will be used to create awareness of future personal leadership opportunities and possible career paths. 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 teaching the Leader in Me Leadership Competencies. **Strategy's Expected Result/Impact:** Provide opportunities for leadership development through the intentional delivery of leadership and CTE 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. Increase awareness of learning, leadership, and career pathways. Increase student attendance and decrease threat assessments and/or discipline referrals. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Counselor, Emergent Tree Team, Student Lighthouse Team Facilitators, Leadership and Culture Action Teams, Teachers, PTA **Title I:** 2.531, 2.532 **Problem Statements:** Demographics 1, 3 - Student Learning 4 - School Processes & Programs 3 - Perceptions 1				

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 1: All students do not have equitable access to educational opportunity, ultimately contributing to a diverse range of learning needs and gaps in student understanding. **Root Cause**: Seven Hills continues to experience high rates of student mobility and growth and continues to be identified as a Title I school.
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 and Emergent Tree school. 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 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 that require training.

Student Learning

Problem Statement 4: All students do not have equitable access to educational opportunity, ultimately contributing to a diverse range of learning needs and gaps in student understanding. **Root Cause**: Seven Hills continues to experience high rates of student mobility and growth and continues to be identified as a Title I school.

School Processes & Programs

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 and Emergent Tree school. 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 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 that require training.

Perceptions

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 and Emergent Tree school. 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 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 that require 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			
	Formative			Summative
	Nov	Jan	Mar	May
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. **Strategy's Expected Result/Impact:** Improved teacher retention rates from 2024 - 2025 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 across the campus. Improved OHI data. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Mentor Coordinator, CIT, Mentor and Buddy Teachers, NISD Curriculum Coaches **Title I:** 2.534 **Problem Statements:** Demographics 3 - School Processes & Programs 1, 3 - Perceptions 1				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Demographics
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 and Emergent Tree school. 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 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 that require training.

School Processes & Programs

Problem Statement 1: The campus model to support new and induction year teachers requires consistent revision in order to substantially support leadership development, content knowledge and expertise, and/or high leverage Tier 1 instructional practices. A leadership pipeline to develop teacher leaders has been established and needs refinement. **Root Cause**: Continuous growth impacts the ratio of staff with sufficient knowledge and understanding of campus/district systems, routines, and processes. All 0-2 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 and Emergent Tree school. 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 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 that require training.

Perceptions

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 and Emergent Tree school. 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 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 that require 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			
	Formative			Summative
	Nov	Jan	Mar	May
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. The campus will participate in Leader in Me coaching days throughout the school year, and Action Team Facilitators will participate in LIM Community Coaching Days. All staff will be provided LIM and Emergent Tree Tier 1 framework "booster" professional development through the Weekly Greatness, Win-Win Wednesdays, 7 Habits in 7 Minutes sessions, and campus based professional learning. **Strategy's Expected Result/Impact:** Establish common understanding and language around the 7 Habits, Leadership Competencies, and Emergent Tree Tier 1 framework, and a connection between the frameworks and their implementation. Personal growth and development as learners and leaders. Deeper understanding and application of campus core values, Emergent Tree Tier 1 & Tier 2 framework components, 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. Reduction in threat assessments and/or discipline referrals. **Staff Responsible for Monitoring:** Principal, Assistant Principal, CIT, Counselor, Leadership and Culture Action Teams, Emergent Tree Team, Staff **Title I:** 2.52, 2.531, 2.533, 2.534 **Problem Statements:** Demographics 3 - School Processes & Programs 1, 3 - Perceptions 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2: We will fully implement a campus leadership pipeline by leveraging staff genius and interest in shared leadership opportunities. Campus systems and structures supporting teacher leader development include, but are not limited to, Action Team membership, PLC facilitation, Win-Win Wednesday session presenters, model classrooms, book studies, and professional development facilitators. **Strategy's Expected Result/Impact:** Development and full implementation of a campus-based leadership pipeline. Personal growth and development as learners and leaders. High functioning campus leadership Action Teams, grade level teams, and grade level PLCs. Improved campus culture and organizational health (OHI) data. Improved teacher retention rates. Increase in number of staff engaged in leadership opportunities at the district level, including Leadership Pathways and curriculum writing teams. **Staff Responsible for Monitoring:** Principal, Assistant Principal, CIT, Action Teams members, Teachers **Title I:** 2.534 **Problem Statements:** School Processes & Programs 1				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Demographics
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 and Emergent Tree school. 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 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 that require training.

School Processes & Programs
Problem Statement 1: The campus model to support new and induction year teachers requires consistent revision in order to substantially support leadership development, content knowledge and expertise, and/or high leverage Tier 1 instructional practices. A leadership pipeline to develop teacher leaders has been established and needs refinement. **Root Cause**: Continuous growth impacts the ratio of staff with sufficient knowledge and understanding of campus/district systems, routines, and processes. All 0-2 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 and Emergent Tree school. 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 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 that require training.

Perceptions

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 and Emergent Tree school. 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 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 that require 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			
	Formative			Summative
	Nov	Jan	Mar	May
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 School will provide the opportunity to learn from and with each other. **Strategy's Expected Result/Impact:** High functioning PLCs. Establish 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. Increase the percentage of times the campus meets or exceeds the district average on comprehensive assessments. Campus, district, and state assessment data will reflect student growth in all student groups, specifically Special Education. **Staff Responsible for Monitoring:** Principal, Assistant Principal, CIT, Academic Action Team, Teachers, NISD Instructional Coaches **Title I:** 2.534 **- Targeted Support Strategy** **Problem Statements:** Student Learning 1, 2 - School Processes & Programs 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2: We will use PLCs as a high leverage structure to engage in professional learning, examine student work, analyze and respond to student performance data, and 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. **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 to the needs of students. Improved OHI data and teacher self and collective efficacy. Increase the percentage of times the campus meets or exceeds the district average on comprehensive assessments. Campus, district, and state assessment data will reflect student growth in all student groups, specifically Special Education. **Staff Responsible for Monitoring:** Principal, Assistant Principal, CIT, NISD Instructional Coaches, Academic Action Team, Teachers **Title I:** 2.51, 2.52, 2.53, 2.534 **- Targeted Support Strategy** **Problem Statements:** Student Learning 1, 2				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 3 Problem Statements:

Student Learning
Problem Statement 1: The campus continues to perform below the district average on district and state assessments and did not meet growth progress measures on state assessments in the Special Education student group. **Root Cause**: Depth of teacher understanding of the standards and curriculum in math and literacy lacks consistency, impacting implementation of Tier 1 & 2 instructional strategies, such as small groups. Students need more time and exposure to TEK/skill-based content for mastery.
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 how to plan for spiral review of priority TEKS and high leverage small groups is not pervasive. **Root Cause**: Teacher retention and campus growth over several years continues to impact the breadth, depth, and experience related to best instructional practices (including spiral review of standards & skills), content knowledge, and understanding the rigor and success criteria for grade level standards.
School Processes & Programs
Problem Statement 1: The campus model to support new and induction year teachers requires consistent revision in order to substantially support leadership development, content knowledge and expertise, and/or high leverage Tier 1 instructional practices. A leadership pipeline to develop teacher leaders has been established and needs refinement. **Root Cause**: Continuous growth impacts the ratio of staff with sufficient knowledge and understanding of campus/district systems, routines, and processes. All 0-2 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			
	Formative			Summative
	Nov	Jan	Mar	May
Strategy 1: We will continue to redefine involvement and engagement at Seven Hills 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 the Seven Hills HOWL, student led conferences, and community feedback dinners. Platforms to engage families will include parent communication and conferences, video/reel segments, Den Chats, family leadership challenges, family book clubs, extended learning opportunities (ELOs), and Data Splash Pages. **Strategy's Expected Result/Impact:** Increase parent involvement in order to 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 rates. Campus, district, and state assessment data will reflect student growth in all student groups, specifically Special Education. Increase the percentage of times the campus meets or exceeds the district average on comprehensive assessments. **Staff Responsible for Monitoring:** Principal, Assistant Principal, CIT, Counselor, Culture, Leadership and Academic Action Teams, Student Lighthouse Team, Staff **Title I:** 2.51, 2.53 **- Targeted Support Strategy** **Problem Statements:** Demographics 1, 3, 4 - Student Learning 3, 4, 5 - School Processes & Programs 2, 3 - Perceptions 1, 2, 4				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
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, set timeline, and parent conferences. Students will have the opportunity to share their progress and unique genius through HOWL binders (leading and learning portfolios) and student-led conferences. **Strategy's Expected Result/Impact:** Engage parents in the work of the school and student learning. Increase partnerships between the home and school, ultimately communicating the value and importance of learning and leadership development. Increase parent knowledge of academic expectations and present levels of student success. Provide parents with tools needed to support individual student academic achievement at home. Increase student attendance rates. Campus, district, and state assessment data will reflect student growth in all student groups, specifically Special Education. Increase the percentage of times the campus meets or exceeds the district average on comprehensive assessments. **Staff Responsible for Monitoring:** Principal, Assistant Principal, CIT, Counselor, Leadership and Academic Action Teams, Staff **Title I:** 2.51, 2.53 **- Targeted Support Strategy** **Problem Statements:** Demographics 1, 3 - Student Learning 3, 4 - School Processes & Programs 2, 3 - Perceptions 1, 4				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: All students do not have equitable access to educational opportunity, ultimately contributing to a diverse range of learning needs and gaps in student understanding. **Root Cause**: Seven Hills continues to experience high rates of student mobility and growth and continues to be identified as a Title I school.
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 and Emergent Tree school. 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 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 that require training.
Problem Statement 4: 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.

Student Learning

Problem Statement 3: 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 high growth, Title I community. **Root Cause**: Many families face barriers to accessing information and resources needed to support student learning. Some lack clarity around academic expectations, current student performance levels, and actionable steps to close learning gaps, underscoring the need for stronger communication systems and family learning opportunities.

Problem Statement 4: All students do not have equitable access to educational opportunity, ultimately contributing to a diverse range of learning needs and gaps in student understanding. **Root Cause**: Seven Hills continues to experience high rates of student mobility and growth and continues to be identified as a Title I school.

Problem Statement 5: 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

Problem Statement 2: 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 high growth, Title I community. **Root Cause**: Many families face barriers to accessing information and resources needed to support student learning. Some lack clarity around academic expectations, current student performance levels, and actionable steps to close learning gaps, underscoring the need for stronger communication systems and family learning opportunities.

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 and Emergent Tree school. 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 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 that require training.

Perceptions

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 and Emergent Tree school. 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 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 that require training.

Problem Statement 2: 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: 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 high growth, Title I community. **Root Cause**: Many families face barriers to accessing information and resources needed to support student learning. Some lack clarity around academic expectations, current student performance levels, and actionable steps to close learning gaps, underscoring the need for stronger communication systems and family learning opportunities.

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

Performance Objective 2: Culture
3.2 Northwest ISD will model and instill a culture of belonging where all students, staff, families, and community voices are heard and valued.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
Strategy 1: 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 Team, community partnership dinners, Title I Committee meetings, PTA, and WATCH DOGs. Campus listening sessions will be held quarterly, offering staff an opportunity to give feedback on campus initiatives and goals. Feedback collected in listening sessions will be used for campus planning with action teams and the Title I Committee. **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 rates. Improve OHI scores. Campus, district, and state assessment data will reflect student growth in all student groups, specifically Special Education. Increase the percentage of times the campus meets or exceeds the district average on comprehensive assessments. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Counselor, Academic Action Team, Leadership Action Team, Staff, Student Lighthouse Team, PTA **Title I:** 2.53 **Problem Statements:** Demographics 1, 4 - Student Learning 3, 4, 5 - School Processes & Programs 2 - Perceptions 2, 4				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
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, Howl Outs, and Pack Leader nominations. Group celebrations may include Feedback board celebrations, WIG Session celebrations, and Honoring the Greatness in You recognitions. A celebrations menu will be implemented to offer voice and choice in how groups and individuals are recognized for achievements. **Strategy's Expected Result/Impact:** Reduction in discipline referrals. Improved attendance rates. Improved employee retention rates. Improve OHI scores. Campus, district, and state assessment data will reflect student growth in all student groups, specifically Special Education. Increase the percentage of times the campus meets or exceeds the district average on comprehensive assessments. **Staff Responsible for Monitoring:** Principal, Assistant Principal, CIT, Counselor, Culture Action Team, Student Lighthouse Team, Staff **Title I:** 2.51 **Problem Statements:** Demographics 1, 4 - Student Learning 1, 4, 5 - Perceptions 2				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Demographics

Problem Statement 1: All students do not have equitable access to educational opportunity, ultimately contributing to a diverse range of learning needs and gaps in student understanding. **Root Cause**: Seven Hills continues to experience high rates of student mobility and growth and continues to be identified as a Title I school.

Problem Statement 4: 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.

Student Learning

Problem Statement 1: The campus continues to perform below the district average on district and state assessments and did not meet growth progress measures on state assessments in the Special Education student group. **Root Cause**: Depth of teacher understanding of the standards and curriculum in math and literacy lacks consistency, impacting implementation of Tier 1 & 2 instructional strategies, such as small groups. Students need more time and exposure to TEK/skill-based content for mastery.

Problem Statement 3: 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 high growth, Title I community. **Root Cause**: Many families face barriers to accessing information and resources needed to support student learning. Some lack clarity around academic expectations, current student performance levels, and actionable steps to close learning gaps, underscoring the need for stronger communication systems and family learning opportunities.

Problem Statement 4: All students do not have equitable access to educational opportunity, ultimately contributing to a diverse range of learning needs and gaps in student understanding. **Root Cause**: Seven Hills continues to experience high rates of student mobility and growth and continues to be identified as a Title I school.

Problem Statement 5: 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

Problem Statement 2: 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 high growth, Title I community. **Root Cause**: Many families face barriers to accessing information and resources needed to support student learning. Some lack clarity around academic expectations, current student performance levels, and actionable steps to close learning gaps, underscoring the need for stronger communication systems and family learning opportunities.

Perceptions

Problem Statement 2: 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: 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 high growth, Title I community. **Root Cause**: Many families face barriers to accessing information and resources needed to support student learning. Some lack clarity around academic expectations, current student performance levels, and actionable steps to close learning gaps, underscoring the need for stronger communication systems and family learning opportunities.

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			
	Formative			Summative
	Nov	Jan	Mar	May
Strategy 1: We will continue to 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 move from pilot to scale with Tier 2 behavior support aligned with the Emergent Tree Framework. **Strategy's Expected Result/Impact:** Continue to apply learning from Emergent Tree at the campus level with fidelity in Tier 1 and working to scale in Tier 2. Implement common campus language, and systems and structures for managing student behavior so that it is pervasive across the campus. Develop teacher capabilities for supporting Tier 1 and Tier 2 behaviors. Reduced student discipline rates. Reduce incidences of threat assessments and bully investigations. Evidence of a positive and safe learning environment. Improve OHI data. Improved student attendance rates. **Title I:** 2.53, 2.531, 2.533 **Problem Statements:** Demographics 2 - Perceptions 3				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
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. **Strategy's Expected Result/Impact:** Increase student attendance. Reduce discipline referrals. Develop academic, self-awareness, self-management, and leadership skills. **Staff Responsible for Monitoring:** Counselor, CIS **Title I:** 2.53, 2.531 **Problem Statements:** Demographics 1 - Student Learning 4				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 3 Problem Statements:

Demographics

Problem Statement 1: All students do not have equitable access to educational opportunity, ultimately contributing to a diverse range of learning needs and gaps in student understanding. **Root Cause**: Seven Hills continues to experience high rates of student mobility and growth and continues to be identified as a Title I school.

Problem Statement 2: Student behaviors are becoming more reactive and dysregulated, with some incidents reaching crisis levels. Staff need additional training, tools, and access to consistent expert support to effectively address diverse behavioral needs and maintain a safe, supportive learning environment for all students. **Root Cause**: While Tier 1 professional learning through Emergent Tree has built teacher capacity and established common expectations and language, additional targeted professional development, consistent implementation, and timely access to behavioral intervention experts are needed to fully support students and staff.

Student Learning

Problem Statement 4: All students do not have equitable access to educational opportunity, ultimately contributing to a diverse range of learning needs and gaps in student understanding. **Root Cause**: Seven Hills continues to experience high rates of student mobility and growth and continues to be identified as a Title I school.

Perceptions

Problem Statement 3: Student behaviors are becoming more reactive and dysregulated, with some incidents reaching crisis levels. Staff need additional training, tools, and access to consistent expert support to effectively address diverse behavioral needs and maintain a safe, supportive learning environment for all students. **Root Cause**: While Tier 1 professional learning through Emergent Tree has built teacher capacity and established common expectations and language, additional targeted professional development, consistent implementation, and timely access to behavioral intervention experts are needed to fully support students and staff.

Targeted Support Strategies

Goal	Objective	Strategy	Description
1	1	1	Literacy will be intentionally integrated into all content area instructional practices. 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.
1	2	1	We will prioritize student mastery of grade level content through recursive learning opportunities. We will develop and implement data-driven structures to review and practice previously taught, high leverage/hotspot skills and standards in meaningful, relevant, and assessment formatted ways. Structures may include Think Alongs, 9-Minute Challenges, small group instruction, station rotations, and UFLI Word Work. Common formative assessments will be used to measure mastery and monitor growth and achievement of priority skills/standards.
1	2	2	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 student 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.
1	2	3	We will leverage small groups 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 small group arrangements and planning.
1	2	4	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 School. Progress toward grade level and student goals will be communicated through campus scoreboards, student WIG sheets, HOWL binders, student Data Splash Pages, and WIG Session (State of the School/Team/Student) celebrations.
2	3	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 School will provide the opportunity to learn from and with each other.
2	3	2	We will use PLCs as a high leverage structure to engage in professional learning, examine student work, analyze and respond to student performance data, and 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.
3	1	1	We will continue to redefine involvement and engagement at Seven Hills 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 the Seven Hills HOWL, student led conferences, and community feedback dinners. Platforms to engage families will include parent communication and conferences, video/reel segments, Den Chats, family leadership challenges, family book clubs, extended learning opportunities (ELOs), and Data Splash Pages.

Goal	Objective	Strategy	Description
3	1	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, set timeline, and parent conferences. Students will have the opportunity to share their progress and unique genius through HOWL binders (leading and learning portfolios) and student-led conferences.

Northwest Independent School District

Lance Thompson Elementary

2025-2026 Campus Improvement Plan



Value Statement

Kids come first.

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

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

Learning is influenced by environment.

Northwest ISD Vision

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

Northwest ISD Mission

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

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Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

As a campus, we are committed to empowering our students to take ownership of their learning journey. To facilitate this, we are implementing a comprehensive campus-wide goal-setting system. This system is designed to enable students to actively track their academic progress, with an emphasis on integrating support from home to reinforce their learning experiences and achievements.

In addition, it is imperative that our teachers share a unified understanding of our educational practices, the Texas Essential Knowledge and Skills (TEKS), and the curriculum. To achieve this, we will engage in a series of professional development opportunities throughout the year. These learning experiences are intended to deepen our collective knowledge and ensure consistency in our instructional approaches, ultimately enhancing the educational outcomes for our students.

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
54%	19%	5%	7%	15%	8%	21%	2%	8%	12%	13%	27%		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

Our school is proud to have a diverse student population, which enriches the learning environment and broadens the perspectives of all our students. This diversity is mirrored in our staff, although we recognize that there is still work to be done to ensure our staff composition fully reflects the diversity of our student body. We are committed to ongoing efforts to recruit and retain a workforce that mirrors the rich tapestry of cultures and backgrounds represented in our school community.

As our school continues to grow, we are witnessing an increase in diversity, with families from various parts of the world. Notably, this year we have seen a significant increase in our Asian student population, which has doubled. This growth presents an opportunity to enhance our educational offerings by incorporating diverse texts in our classrooms that reflect the varied experiences and histories of our students. Additionally, we are committed to understanding and respecting the diverse cultures and traditions of our families, ensuring that our school environment is inclusive and supportive for everyone. By doing so, we aim to meet the needs of our families and foster an inclusive community where all students can thrive.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Each student learns at their own pace, and we are focused on providing the necessary support and resources to bridge any gaps in learning
Root Cause: Time and targeted strategies are needed for intervention to close gaps.

Problem Statement 2 (Prioritized): With new students arriving weekly, we want to ensure all students are feeling a part of the campus, find what interests them, and help them grow in their social-emotional well-being.
Root Cause: Frequent new student enrollment creates a gap in structured, inclusive support, and what is offered to the students for outside of the school day enrichment.

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%

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 who are behind in their reading skills.

(MAP Growth Data)

	3 Expected Growth	3 Observed Growth	4th Expected Growth	4th Observed Growth	5th Expected Growth	5th Grade Observed Growth
Reading	15	19	11	8	7	6
Math	12	13	13	8	9	7

We will be using MAPs data to target students' needs during differentiated instruction.

Student Learning Strengths

Our teachers are deeply committed to empowering students to take ownership of their learning journey. This commitment is exemplified through the implementation of goal-setting folders, which have been updated from last year to better support students in tracking their progress and setting achievable targets. These folders serve as a tangible tool for students to visualize their academic goals and reflect on their learning experiences.

Our dedicated teachers are committed to addressing the diverse needs of our students by implementing small group instruction. This approach allows for personalized learning experiences that are informed by the most current data available. By continuously analyzing and adapting to the evolving needs of our students, we ensure that each child receives the targeted support necessary to thrive academically. This dynamic method not only enhances student engagement but also fosters a more inclusive and effective learning environment. Furthermore, our Professional Learning Community (PLC) time is dedicated to analyzing data to monitor student growth in specific Texas Essential Knowledge and Skills (TEKS). By closely examining this data, our teachers can identify areas where students excel and areas that require additional focus. This data-driven approach allows us to tailor our instructional strategies to meet the unique needs of each student, fostering an environment where students are encouraged to take an active role in their learning.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Our students are performing well, but we are not seeing the growth we are expecting to see in MAPS, STAAR, and MClass
Root Cause: Our students are not moving from lower achievement groups to higher achievement groups.

School Processes & Programs

School Processes & Programs Summary

In collaboration with our Leadership Teams, we have strategically adjusted our master schedule to ensure that our interventionists have ample time to address the diverse needs of all students. This adjustment is crucial in providing targeted support and ensuring that every student receives the attention they require to succeed academically.

Additionally, we have incorporated more structured elements into the master schedule for specific grade levels that have requested assistance in integrating their curriculum effectively. This approach is designed to enhance the delivery of educational content and better meet the academic needs of our students.

We are also focusing on the efficient scheduling of services to optimize the availability and accessibility of resources for our students. This includes the introduction of clubs that are designed to engage a broader range of students, providing them with opportunities to explore their interests and develop new skills.

In response to student feedback, our 5th-grade teachers are actively seeking more opportunities for students to demonstrate their leadership skills. This initiative is aimed at empowering students and fostering a sense of responsibility and confidence in their abilities.

We are committed to utilizing the diverse talents of our staff to foster professional growth and development. By leveraging the expertise within our team, we aim to create a dynamic and supportive environment that encourages continuous learning and improvement.

Our teacher leaders are taking an active role in leading professional development sessions for staff, including Professional Learning Communities (PLCs), Thursday afternoon workshops, Workout Wednesdays, Lunch and Learns, and providing extra planning time. These initiatives are designed to enhance the skills and knowledge of our educators, ultimately benefiting the entire school community.

School Processes & Programs Strengths

As a staff, we are committed to cultivating a cohesive and supportive school culture through the implementation of the Emergent Tree Framework. This framework is instrumental in ensuring that our staff shares a common understanding of our processes, which in turn aligns our campus operations across all areas. Our dedicated Emergent Tree committee, which spearheads this initiative, has taken the time to reflect on last year's implementation. Through this reflection, they have identified areas for improvement and have made thoughtful adjustments to our practices for the current year. This proactive approach ensures that we are continually evolving and enhancing our methods to better serve our school community. I am pleased to announce that our Counselor will be taking on a leadership role within this committee, bringing valuable insights and expertise to guide our efforts.

Our staff is deeply committed to professional growth, particularly in enhancing their ability to meet the diverse needs of our students. In response to feedback gathered from a staff survey, we have recognized the importance of offering more choice training throughout the year. This initiative is designed to empower our educators by providing them with a variety of professional development opportunities tailored to their interests and needs. By doing so, we aim to foster an environment of continuous learning and improvement, ultimately benefiting our students' educational experiences.

Furthermore, we are focused on building our staff's capacity to effectively de-escalate behaviors through comprehensive training, coaching support, and

administrative backing. This multifaceted approach ensures that our educators are equipped with the necessary skills and resources to manage challenging situations with confidence and composure. By investing in these areas, we are not only supporting our staff's professional development but also creating a safer and more positive learning environment for our students.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): We need to have a personalized approach to professional development that empowers our staff to bring innovative and effective teaching strategies into the classroom, ultimately benefiting our students' learning experiences.
Root Cause: Intentionally designing staff development that enhances the skills of our educators, but also fosters a culture of continuous learning and improvement within our school community.

Perceptions

Perceptions Summary

At Lance, we prioritize creating an open and welcoming environment for all families by actively engaging with them through various channels. We hold regular PTA meetings and Student Panels to ensure that parents and students have a platform to voice their opinions and concerns. Additionally, we conduct student and parent surveys to gather valuable feedback that helps us improve our school community. Our teachers maintain weekly communication with families to keep them informed and involved in their child's education. Furthermore, our campus is designed to be an inviting space where everyone feels comfortable and valued.

Perceptions Strengths

Our school is fortunate to be housed in a beautiful building, which provides an inspiring and welcoming environment for both students and staff. The aesthetic appeal of our facilities not only enhances the learning experience but also instills a sense of pride and belonging within our school community.

We are incredibly grateful for the supportive nature of our families, who play a crucial role in helping new families acclimate to our school's policies and procedures. This community spirit ensures that newcomers feel welcomed and supported, fostering a smooth transition into our school environment. Additionally, the Emergent Tree program has been instrumental in assisting students who transfer from within the district, providing them with the necessary support to integrate successfully. Our new student meetings are a vital part of this process, offering a platform for students to express any concerns and ensuring they have the resources they need to thrive.

Our parents feel at ease reaching out to the office with any inquiries, which is a testament to the welcoming and approachable nature of our front office staff. They take great pride in being a positive point of contact for parents, ensuring that communication is open and effective, and that any questions or concerns are addressed promptly and professionally.

To further support our students, particularly those with specific needs, we have initiated small group meetings with teachers. This approach allows students to become familiar with their new environment and educators, helping them to feel comfortable and confident from the very first moment they step into our school. This personalized attention underscores our commitment to creating an inclusive and nurturing educational experience for every student.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): We recognize that families may not always receive the information they need due to various reasons, such as being new to our campus, not regularly checking emails, or not visiting our website.
Root Cause: Our goal is to foster a more inclusive and informed school environment where every family feels connected and supported; we will revise how we are welcoming our families when they enroll.

Priority Problem Statements

Problem Statement 1: Our students are performing well, but we are not seeing the growth we are expecting to see in MAPS, STAAR, and MClass

Root Cause 1: Our students are not moving from lower achievement groups to higher achievement groups.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: Each student learns at their own pace, and we are focused on providing the necessary support and resources to bridge any gaps in learning

Root Cause 2: Time and targeted strategies are needed for intervention to close gaps.

Problem Statement 2 Areas: Demographics

Problem Statement 3: We need to have a personalized approach to professional development that empowers our staff to bring innovative and effective teaching strategies into the classroom, ultimately benefiting our students' learning experiences.

Root Cause 3: Intentionally designing staff development that enhances the skills of our educators, but also fosters a culture of continuous learning and improvement within our school community.

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: We recognize that families may not always receive the information they need due to various reasons, such as being new to our campus, not regularly checking emails, or not visiting our website.

Root Cause 4: Our goal is to foster a more inclusive and informed school environment where every family feels connected and supported; we will revise how we are welcoming our families when they enroll.

Problem Statement 4 Areas: Perceptions

Problem Statement 5: With new students arriving weekly, we want to ensure all students are feeling a part of the campus, find what interests them, and help them grow in their social-emotional well-being.

Root Cause 5: Frequent new student enrollment creates a gap in structured, inclusive support, and what is offered to the students for outside of the school day enrichment.

Problem Statement 5 Areas: Demographics

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 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
- Local Accountability Systems (LAS) data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Local benchmark or common assessments data
- Observation Survey results
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- 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

Employee Data

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

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Budgets/entitlements and expenditures data

Goals

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

Performance Objective 1: Literacy
1.1 Our students will annually increase literacy proficiency to reach or exceed grade-level standards.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
Strategy 1: Utilize district Instructional Coaches to deepen our instructional practices: - Mega Labs in ELA - Math PD **Strategy's Expected Result/Impact:** Teachers will have a deeper understanding of best practices and our students will benefit, as seen in their MAPs, CBA, MClass, and progress monitoring. **Staff Responsible for Monitoring:** Team leaders will schedule the PD Administrators will monitor BOY, MOY, and EOY data **Problem Statements:** Student Learning 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2: Principal Notes will include books provided by NEF. Each student who gets a handwritten note from Mrs. Lawson will also receive a book. **Strategy's Expected Result/Impact:** Students will be excited to receive a book from the principal and read the book. **Staff Responsible for Monitoring:** Lawson				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: Our students are performing well, but we are not seeing the growth we are expecting to see in MAPS, STAAR, and MClass **Root Cause**: Our students are not moving from lower achievement groups to higher achievement groups.

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

Performance Objective 2: Academic Progress
1.2 Our students will achieve individualized academic goals to reach a year's growth or more in all content areas.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
Strategy 1: Small Group Instruction: - Staff will participate in scaffolded professional development on campus. - Walkthroughs will help teachers grow with and through each other - receiving feedback from peers - observing peers to see colleagues **Strategy's Expected Result/Impact:** Students will have targeted instruction to close the learning gaps. We will see an increase of our students meeting their growth goal on MAPs in both reading and math. **Staff Responsible for Monitoring:** Admin will manage the planning and gathering of data from walkthroughs. Staff gather data and share their evidence of learning and implementation. **Problem Statements:** Student Learning 1				

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 1: Our students are performing well, but we are not seeing the growth we are expecting to see in MAPS, STAAR, and MClass **Root Cause**: Our students are not moving from lower achievement groups to higher achievement groups.

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

Performance Objective 3: College, Career, Military & Life Readiness
1.3 Our students will graduate life ready and prepared for success in career, college, or military service.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
Strategy 1: Put a spotlight on post-graduation options: Career Day: Has a variety of post-graduation options for students. Community members present their jobs and answer questions for students. **Strategy's Expected Result/Impact:** Students will be more aware of the careers out there. **Staff Responsible for Monitoring:** Mrs. Gjonbalaj **Problem Statements:** Demographics 2				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2: Spotlight our district CTE opportunities: Share CTE videos Create CTE choice boards for End of Year exploration days **Strategy's Expected Result/Impact:** Students will have a better understanding of what options they can choose from in high school **Staff Responsible for Monitoring:** Administration **Problem Statements:** Perceptions 1				

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 2: With new students arriving weekly, we want to ensure all students are feeling a part of the campus, find what interests them, and help them grow in their social-emotional well-being. **Root Cause**: Frequent new student enrollment creates a gap in structured, inclusive support, and what is offered to the students for outside of the school day enrichment.

Perceptions

Problem Statement 1: We recognize that families may not always receive the information they need due to various reasons, such as being new to our campus, not regularly checking emails, or not visiting our website. **Root Cause**: Our goal is to foster a more inclusive and informed school environment where every family feels connected and supported; we will revise how we are welcoming our families when they enroll.

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			
	Formative			Summative
	Nov	Jan	Mar	May
Strategy 1: Social Media: Using Social Media to share our professional journey: * Teacher Leaders presenting to their peers * PLCs with explanations of what is happening * Sharing our feedback process **Strategy's Expected Result/Impact:** More teachers will apply for open positions. **Staff Responsible for Monitoring:** Amy Lawson **Problem Statements:** School Processes & Programs 1				

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 1: We need to have a personalized approach to professional development that empowers our staff to bring innovative and effective teaching strategies into the classroom, ultimately benefiting our students' learning experiences. **Root Cause**: Intentionally designing staff development that enhances the skills of our educators, but also fosters a culture of continuous learning and improvement within our school community.

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

Performance Objective 2: Value
2.2 Northwest ISD will invest in all staff through a culture of support, development, and empowerment to make a positive impact on the learning community.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
Strategy 1: We will be using more "Choice" PD this year. Our teachers shared with the administration that they like having a choice in the learning they have. Choice: * Choice Sessions- select from a list of PD at a campus training * Variety of learning- Have different modalities of learning - Thursday PD - Workout Wednesday (revamped from how it was done in the past) - lunch and learns - Instructional Coach mega labs - Monthly Book reviews: One Pagers **Strategy's Expected Result/Impact:** Students' learning gaps will be positively impacted due to teacher's ability to target their needs with more specificity. We will see an increase in students meeting their projected growth measure on MAPs in both reading and math. **Staff Responsible for Monitoring:** Lawson, Pitts, Instructional Learning Teams **Problem Statements:** Student Learning 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2: Our professional learning initiatives will be focused on building instructional capacity by aligning with campus objectives, supporting teacher effectiveness, and meeting the academic and social-emotional needs of all students. **Strategy's Expected Result/Impact:** As a result of targeted professional development, teachers will successfully meet their professional learning goals, and students will demonstrate expected growth or higher on MAP assessments, aligning with campus performance targets **Staff Responsible for Monitoring:** Lawson, Pitts, Teachers **Problem Statements:** School Processes & Programs 1				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Student Learning

Problem Statement 1: Our students are performing well, but we are not seeing the growth we are expecting to see in MAPS, STAAR, and MClass **Root Cause**: Our students are not moving from lower achievement groups to higher achievement groups.

School Processes & Programs

Problem Statement 1: We need to have a personalized approach to professional development that empowers our staff to bring innovative and effective teaching strategies into the classroom, ultimately benefiting our students' learning experiences. **Root Cause**: Intentionally designing staff development that enhances the skills of our educators, but also fosters a culture of continuous learning and improvement within our school community.

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

Performance Objective 3: Retain
2.3 Northwest ISD will retain highly effective staff through meaningful relationships, ongoing support, and professional growth opportunities.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
Strategy 1: The administration will be more intentional with showing appreciation and acknowledging outstanding teaching: - more notes on teacher's desk - Challenge Coins: to go along with our "The Kids are the Mission" theme. - emails - more Thursday shout-outs - more "Thank a Staff Member" nominations * tracking the acts to ensure they are happening more frequently. **Strategy's Expected Result/Impact:** Staff will be happier: Staff surveys, OHI, and feedback sessions will show that staff are happier. **Staff Responsible for Monitoring:** Lawson, Pitts **Problem Statements:** School Processes & Programs 1				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 3 Problem Statements:

School Processes & Programs
Problem Statement 1: We need to have a personalized approach to professional development that empowers our staff to bring innovative and effective teaching strategies into the classroom, ultimately benefiting our students' learning experiences. **Root Cause**: Intentionally designing staff development that enhances the skills of our educators, but also fosters a culture of continuous learning and improvement within our school community.

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			
	Formative			Summative
	Nov	Jan	Mar	May
Strategy 1: Revamping our Campus events to encourage engagement, not just involvement. * All events will meet the criteria of Family Encouragement as defined in "Everyone Wins!: The Evidence for Family-School Partnerships and Implications for Practice." **Strategy's Expected Result/Impact:** Families will share that they have a solid idea of what their child is learning in school. **Staff Responsible for Monitoring:** Lawson **Problem Statements:** Perceptions 1				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Perceptions
Problem Statement 1: We recognize that families may not always receive the information they need due to various reasons, such as being new to our campus, not regularly checking emails, or not visiting our website. **Root Cause**: Our goal is to foster a more inclusive and informed school environment where every family feels connected and supported; we will revise how we are welcoming our families when they enroll.

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

Performance Objective 2: Culture
3.2 Northwest ISD will model and instill a culture of belonging where all students, staff, families, and community voices are heard and valued.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
Strategy 1: Spotlighting Students: - Families will get an opportunity to spotlight their child - Each grade will be assigned a month where families can complete a slide to be added to the TVs in the lunchroom. - These slides will be to share a trip, a talent, or an interest. **Strategy's Expected Result/Impact:** Families are able to share more about their family with each other. **Staff Responsible for Monitoring:** Lawson **Problem Statements:** Demographics 2				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 2: With new students arriving weekly, we want to ensure all students are feeling a part of the campus, find what interests them, and help them grow in their social-emotional well-being. **Root Cause**: Frequent new student enrollment creates a gap in structured, inclusive support, and what is offered to the students for outside of the school day enrichment.

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			
	Formative			Summative
	Nov	Jan	Mar	May
Strategy 1: New Student Meetings: The Counselor and the principal will meet with new students monthly (students who have arrived since the last meeting) to ensure they understand our behavior structures, what clubs are offered, what resources they have, and where to go when they need help. **Strategy's Expected Result/Impact:** Students will feel a part of the campus more quickly than in previous years, and we will have fewer discipline referrals. **Staff Responsible for Monitoring:** Lawson, Pitts, Gjonbalaj **Problem Statements:** Demographics 2				

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 2: With new students arriving weekly, we want to ensure all students are feeling a part of the campus, find what interests them, and help them grow in their social-emotional well-being. **Root Cause**: Frequent new student enrollment creates a gap in structured, inclusive support, and what is offered to the students for outside of the school day enrichment.

Northwest Independent School District

Thompson Elementary School

2025-2026 Campus Improvement Plan

Accountability Rating: Targeted Support and Improvement (TSI)

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!

Value Statement

Northwest ISD and Thompson Elementary Core Beliefs

Kids come first.

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

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

Learning is influenced by environment.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

White	Hispanic	African American	2 or More Races	Asian	Economically Disadvantaged	Special Education	504	Dyslexia	GT	EB	At-Risk	MTSS	Homeless
37%	32.1%	18.1%	7.8%	4.2%	39.4%	25.1%	3.9%	9.1%	5.2%	11.2%	38.4%	21%	0

J.C. Thompson Elementary, established in 2011, proudly serves 690 students in a rapidly growing community. As new homes continue to be built in our attendance zone, our student population reflects increasing diversity and evolving needs. Our student body is composed of 37% White, 32.1% Hispanic, 18.1% African American, 7.8% Two or More Races, and 4.2% Asian. We continue to see growth in students from Economically Disadvantaged families, who now represent 39.4% of our population. Students receiving specialized support include 25.1% receiving Special Education services, 3.9% served through Section 504, and 9.1% identified with characteristics of dyslexia. Additionally, 5.2% of our students are identified as Gifted and Talented. Our English learners (EB) represent 11.2% of the student body, an increase from 8.5% last year, highlighting the continued need for language support.

We serve 21% of students through MTSS interventions and currently identify 38.4% of students as at-risk, up from 34.9% in 2024. While our campus does not currently serve any identified homeless students, we remain committed to monitoring and addressing the needs of all learners. As we continue to grow, J.C. Thompson Elementary remains dedicated to meeting the diverse academic, social, and emotional needs of every student through targeted support, family engagement, and a focus on equity and excellence.

Demographics Strengths

J.C. Thompson Elementary has established clear processes to support student behavior and citizenship campus-wide. Our team has implemented a behavior matrix that emphasizes positive reinforcement and reflection activities, aligned with the district's core values of being Safe, Responsible, and Respectful. Positive behaviors are celebrated through classroom and campus Brag Boards, serving as visual reminders of student success and reinforcing a culture of recognition.

This year, we continue to prioritize our C3 committees (Culture, Continued Learning, and Curriculum). These committees are designed to collaboratively strengthen student academic outcomes, enhance teacher development, and support instructional practices that directly impact student achievement. Our Parent Teacher Association (PTA) has expanded opportunities for families to volunteer, engage in after-school activities, and connect with the broader community. Together with the PTA, we will host school-wide events that foster meaningful parent engagement and strengthen the home-school connection to maximize our collective impact.

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 rise steadily 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

2025 EOY mClass	K	1	2	3	4	5
% On/Above Reading Level	78%	69%	64%	51%	%	%
% Met Growth Projection	79%	78%	81%	62%	%	%

According to mClass data, more students in the primary grades are at or above their reading level. We had a huge increase in grades K-3 of students who met their growth projections last year. Our campus will continue to address students' mClass needs through small group instruction and data monitoring. Teachers will continue to collaborate with C&I coaches to address deficits, monitor progress, and ensure mastery of early literacy skills.

STAAR Data	2024 3rd Grade Reading	2025 3rd Grade Reading	2024 4th Grade Reading	2025 4th Grade Reading	2024 5th Grade Reading	2025 5th Grade Reading
% Approaches and higher	64%	70%	77%	81%	77%	75%

Grade Level & Test	2024 3rd Grade Math	2025 3rd Grade Math	2024 4th Grade Math	2025 4th Grade Math	2024 5th Grade Math	2025 5th Grade Math
% Approaches and higher	56%	63%	63%	48%	66%	54%

In **Math**, our campus experienced an overall decline in STAAR passing rates:

- 3rd grade increased by **7%**.
- 4th grade decreased by **15%** from 2024 to 2025.
- 5th grade decreased by **12%** from 2024 to 2025.

In **Reading**, our campus experienced growth in most grade levels:

- 3rd grade increased by **6%**.
- 4th grade increased by **4%**.
- 5th grade decreased slightly by **2%**.

To address areas of concern, the campus will:

- Collaborate with district and campus support staff to identify critical areas of instructional planning.
- Implement targeted, data-driven, and intentional PLCs focused on professional development.
- Support teachers in interpreting data, planning effectively, and progress monitoring to ensure student mastery.

MAP Growth Data Spring 24- Spring 25

	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	12.9	17	9.7	9	6.8	10	5	6
Math	16.4	17	16.9	12	14.2	11	10.8	7

According to our growth measures in MAP

- We have opportunities for growth in the area of math as only one grade level met the expected growth measure.
- 2nd, 4th, and 5th grades met or exceeded our expected growth measure on the reading MAP test.

Our campus will participate in professional development opportunities to support teacher understanding of MAP. And will remain focused on the utilization of MAP data to impact instructional planning and delivery.

Student Learning Strengths

These strengths position our campus to build momentum in literacy development, strengthen instructional practices across grade levels, and accelerate overall academic growth for all students.

- Strong foundation in early literacy through **explicit phonics instruction in Kindergarten and 1st grade**.
- Ongoing collaboration with **district instructional coaches during PLCs** to enhance instructional practices.
- Consistent use of **data-driven PLCs** to monitor student progress and design lessons that address learning gaps.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): There is a need to improve academic outcomes for Special Education students, who have not consistently met growth measures on state

assessments. Targeted strategies, data-driven interventions, and professional development are needed to support their unique learning needs and improve overall accountability.
Root Cause: The primary factors contributing to the Special Education student group not meeting growth measures are turnover in instructional staff and inconsistent professional development for teachers. These challenges have impacted continuity of instruction, teacher effectiveness, and the implementation of targeted strategies designed to support the academic growth of Special Education students.

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: 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

J.C. Thompson Elementary fosters a positive and collaborative culture for staff, students, and families. Staff are celebrated through a variety of initiatives, including team luncheons, Rolling Cart treats, Blazer Brags, birthday recognition, spirit events, shout-outs, and instructional acknowledgments, all designed to highlight successes and encourage professional growth. Our T.R.A.I.L. Guide, establishes consistent student behavior expectations aligned with district core values Be Safe, Be Respectful, Be Responsible. Students are recognized for positive choices through Blazer Brags and Emergent Tree brag boards, and ongoing professional development supports both staff and student growth.

Family and community engagement remains a cornerstone of our campus. The PTA collaborates with administration to provide numerous opportunities for families to be involved, including Trailblazer (Curriculum) Night, Meet the Teacher, Reading and Math Nights and House Rallies. Additional events, such as Daddy-Daughter Dance, Mother-Son Night, Pastries with My Peeps, and movie nights, foster school-wide community. With continued expansion of extracurricular activities, including Destination Imagination, and the planned WATCH D.O.G.S. program, J.C. Thompson Elementary is committed to building a strong, connected school community that supports students, staff, and families alike.

School Processes & Programs Strengths

J.C. Thompson Elementary benefits from a highly collaborative and engaged staff. Teachers actively participate in committees such as Sunshine, Culture, Continued Learning, Curriculum, and OHI, supporting students, colleagues, and overall campus well-being. Leadership opportunities are intentionally shared through ILT, OLT, the Safety Team, and staff meeting roles, fostering professional growth. All staff are highly qualified and participate in ongoing professional development, mentoring, and buddy systems to ensure support for new and early-career teachers. Staff also engage in PLCs, district learning opportunities, and coaching sessions with Math and ELA specialists to identify student needs and strengthen instructional practices.

Our campus culture emphasizes care, community, and student growth, guided by the JCT creed: *"At JCT, we take care of ourselves, we take care of each other, and we take care of this place."* Programs such as the House system, Trailblazer Time, and Data Driven Instruction provide targeted academic, behavioral, and enrichment support. SEL instruction is informed by Satchel Pulse surveys and delivered through counseling small groups and whole-group lessons. Additionally, Emergent Tree Tier 1 and 2 structures, MTSS, and Data Binders enhance collaborative opportunities and promote positive student behavior. Together, these strengths support academic excellence, social-emotional growth, and a thriving school community.

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 emphasizes the power of teamwork and the value of developing professional learning communities at grade levels, departments, campus-wide, and district levels. The desire to learn with and through each other is evident across Thompson, creating a dynamic environment where teacher growth and student success are closely connected.

We have continued to refine the structural changes implemented for professional learning over recent years, ensuring that teacher development and student achievement remain central to our work. Parent feedback indicates that a positive school culture is actively growing at Thompson. Overall responses reflect strong support for the campus culture and the systems in place to foster collaboration, learning, and community engagement.

Perceptions Strengths

J.C. Thompson Elementary has implemented the TRAIL Guide as a campus-wide framework to establish a common language for routines, procedures, and behavior expectations. While discipline incidents have shown overall improvement, the campus continues to monitor trends influenced by factors such as increased student population, changing demographics, and growing social-emotional needs. Access to student well-being data through Satchel Pulse for upper-grade students allows staff to better support social-emotional growth.

Family and community engagement remain a cornerstone of our campus culture. Parent volunteers and a strong PTA provide valuable support for teachers and the school community. Several parents have even become guest educators and later joined the district as staff. Feedback from social media and communication platforms reflects a high level of satisfaction with campus engagement and communication. The House System continues to strengthen community and culture, being well-received by staff, students, and families alike. Overall, the campus maintains a strong commitment to including families in their children’s school experience, contributing to a welcoming, safe, and collaborative learning environment.

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: There is a need to improve academic outcomes for Special Education students, who have not consistently met growth measures on state assessments. Targeted strategies, data-driven interventions, and professional development are needed to support their unique learning needs and improve overall accountability.

Root Cause 1: The primary factors contributing to the Special Education student group not meeting growth measures are turnover in instructional staff and inconsistent professional development for teachers. These challenges have impacted continuity of instruction, teacher effectiveness, and the implementation of targeted strategies designed to support the academic growth of Special Education students.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: We lack alignment in the level of learning happening in different classrooms. While we want teachers to experience a level of autonomy, we need to ensure that every student has access to rigorous and relevant instruction. This concern is paramount to addressing the gaps in student achievement as well as equity in instruction and access to quality instruction for all learners.

Root Cause 2: 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 2 Areas: School Processes & Programs

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 rise steadily 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.

Evaluation Data Sources: mClass, MAP, STAAR, JCT data tracker

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
Strategy 1: By May 2026, 75% of students will demonstrate at least one year's growth in literacy proficiency, as measured by district assessments, reading-level benchmarks, and universal screeners. **Strategy's Expected Result/Impact:** We expect to see measurable improvement across all district literacy assessments, as well as strengthened team cohesiveness and adaptability in meeting instructional goals. **Staff Responsible for Monitoring:** Teachers, MTSS, Principal, Assistant Principals **Targeted Support Strategy** **Problem Statements:** School Processes & Programs 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2: Teachers will plan for and deliver small-group reading instruction with the goal of increasing student achievement. Instruction will be informed by data from monthly reading-level assessments, district and state assessments, and universal screeners. Supports will include: *Monitoring and adjusting based on student needs *Ongoing progress monitoring *Incorporation of decodables to strengthen foundational skills **Strategy's Expected Result/Impact:** By implementing these supports, teachers will provide more targeted instruction, leading to improved reading proficiency, stronger foundational literacy skills, and measurable growth on district and state assessments. **Staff Responsible for Monitoring:** admin, teachers, support staff, MTSS, dyslexia interventionist, ESL support and district support. **Targeted Support Strategy** **Problem Statements:** School Processes & Programs 1				

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 1 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.

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, data binders, JCT data tracker, teacher walkthrough forms, MAP, mClass, STAAR

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
Strategy 1: By May 2026, 75% of students in PK-2 will demonstrate at least one year's worth of growth in mathematics as measured by Math CBAs. **Strategy's Expected Result/Impact:** -Consistent growth toward grade-level proficiency in math and reading -Improved student outcomes on district and state assessments **Staff Responsible for Monitoring:** Teachers, MTSS, Support Staff, Principal, Assistant Principals **Targeted Support Strategy** **Problem Statements:** School Processes & Programs 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2: By May 2026, 50% of 5th-grade students will meet or exceed their projected growth measure in MAP as determined by district benchmarks. **Strategy's Expected Result/Impact:** -Strengthened instructional practices and alignment across classrooms, leading to improved overall student achievement. -Teachers will use assessment data to provide targeted instruction that addresses individual student needs. **Targeted Support Strategy** **Problem Statements:** Student Learning 1 - School Processes & Programs 1				

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 2 Problem Statements:

Student Learning

Problem Statement 1: There is a need to improve academic outcomes for Special Education students, who have not consistently met growth measures on state assessments. Targeted strategies, data-driven interventions, and professional development are needed to support their unique learning needs and improve overall accountability. **Root Cause**: The primary factors contributing to the Special Education student group not meeting growth measures are turnover in instructional staff and inconsistent professional development for teachers. These challenges have impacted continuity of instruction, teacher effectiveness, and the implementation of targeted strategies designed to support the academic growth of Special Education students.

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.

Evaluation Data Sources: Emergent Tree data, Brag boards

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
Strategy 1: By May 2026, 100% of K-5 classrooms will utilize CTE videos during morning meetings to help students gain awareness of the opportunities available to them when they enter middle school, as measured by teacher feedback. **Strategy's Expected Result/Impact:** Teachers will integrate CTE content into classroom discussions, fostering career exploration at an early age. **Staff Responsible for Monitoring:** Teachers, counselor, Principal, Assistant Principals **Problem Statements:** School Processes & Programs 1				

No Progress 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.

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 celebrations, Blazer Brags

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
Strategy 1: Develop and implement a comprehensive onboarding and mentorship program for new hires, including structured support, guidance, and professional development opportunities. **Strategy's Expected Result/Impact:** New staff will demonstrate increased confidence, engagement, and effectiveness in their roles, leading to higher retention rates and a stronger, more cohesive campus culture that supports student learning. **Staff Responsible for Monitoring:** Principal, Assistant Principals, Campus Mentor Coordinator, Mentor teachers, Instructional coaches **Problem Statements:** Perceptions 1				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Perceptions
Problem Statement 1: Our teacher attrition remains high with 15 or more teachers joining us in each of the past two years. The demands of the profession, promotions, the unique needs of our school, along with personal and mental health factors, are contributing to the attrition in staff. **Root Cause**: Teachers need clear expectations for prioritizing their time and aligning their actions with our campus instructional focus and district goals. They need to know "the why" behind the performance objectives we're working towards and be provided as much time as possible to work on their craft.

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

Performance Objective 2: Value
2.2 Northwest ISD will invest in all staff through a culture of support, development, and empowerment to make a positive impact on the learning community.

Evaluation Data Sources: PLC data, OHI

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
Strategy 1: Provide leadership opportunities for staff by allowing them to lead professional development sessions, chair campus committees, and mentor new or early-career colleagues. **Strategy's Expected Result/Impact:** Staff will develop leadership skills, increase engagement and collaboration, and take greater ownership of campus initiatives, resulting in a stronger, more empowered, and high-quality workforce. **Staff Responsible for Monitoring:** Principal, Assistant Principals **Problem Statements:** Perceptions 1				

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 2 Problem Statements:

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 3: Retain

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

Evaluation Data Sources: Admin weekly check-ins, OHI data, C3 Committee involvement, ILT/OLT

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
Strategy 1: We will launch a comprehensive staff recognition and appreciation program that celebrates achievements during professional development sessions and staff meetings, highlights successes in newsletters and social media, and recognizes contributions through monthly awards. **Strategy's Expected Result/Impact:** Improved staff morale, stronger sense of belonging, and increased retention of highly effective teachers. **Staff Responsible for Monitoring:** Principal, Assistant Principals, Campus Leadership Teams, Counselor **Problem Statements:** Perceptions 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2: Conduct weekly check-ins with staff to gather feedback on needs, workload, and support needed, using the data to make actionable changes. **Strategy's Expected Result/Impact:** Enhanced communication, proactive problem-solving, and improved staff satisfaction. **Staff Responsible for Monitoring:** Principal, Assistant Principals **Problem Statements:** Perceptions 1				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 3 Problem Statements:

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 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: WatchDOGS implementation, events calendar, PTA participation, social media posts/newsletter

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
Strategy 1: Our campus will partner with the PTA to identify opportunities for community engagement through school events, parent newsletters, and volunteer initiatives. We aim to ensure that the community has an active voice in shaping programs and initiatives that support school and community growth. **Strategy's Expected Result/Impact:** -Stronger partnerships between families, the PTA, and school staff, leading to shared decision-making and support for student success. -Positive growth in school climate and a sense of shared ownership within the community. **Staff Responsible for Monitoring:** Principal , Assistant Principal **Problem Statements:** Demographics 1				

No Progress 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 rise steadily 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.

Evaluation Data Sources: parent and student surveys

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
Strategy 1: We will cultivate a culture of belonging by hosting House Rallies to strengthen student community, recognizing students weekly with campus-wide awards, and holding school-wide celebrations to honor those who exemplify the Core Values. **Strategy's Expected Result/Impact:** Students will feel a stronger sense of community, belonging, and pride in their accomplishments, fostering positive behavior, engagement, and a supportive school culture. **Staff Responsible for Monitoring:** Teachers, admin, counselor **Problem Statements:** Demographics 1 - School Processes & Programs 1				

No Progress 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 rise steadily 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
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 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, Curriculum/community nights, newsletter, ParentSquare usage

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
Strategy 1: We will implement the WATCH D.O.G.S. program and collaborate with the campus Safety Team to strengthen safety processes and procedures, ensuring a secure and supportive environment for students, staff, and families. **Strategy's Expected Result/Impact:** Students and staff will experience a safer and more supportive campus environment, with increased positive adult presence and strengthened community engagement in school safety. **Staff Responsible for Monitoring:** Admin, counselor **Problem Statements:** Demographics 1				

 No Progress  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 rise steadily 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.

Targeted Support Strategies

Goal	Objective	Strategy	Description
1	1	1	By May 2026, 75% of students will demonstrate at least one year's growth in literacy proficiency, as measured by district assessments, reading-level benchmarks, and universal screeners.
1	1	2	Teachers will plan for and deliver small-group reading instruction with the goal of increasing student achievement. Instruction will be informed by data from monthly reading-level assessments, district and state assessments, and universal screeners. Supports will include: *Monitoring and adjusting based on student needs *Ongoing progress monitoring *Incorporation of decodables to strengthen foundational skills
1	2	1	By May 2026, 75% of students in PK-2 will demonstrate at least one year's worth of growth in mathematics as measured by Math CBAs.
1	2	2	By May 2026, 50% of 5th-grade students will meet or exceed their projected growth measure in MAP as determined by district benchmarks.