

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

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 mutiple 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.

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	Root Cause
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.	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.

★ = Priority

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 4 th Grade Reading	2025 4 th 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 4 th Grade Math	2025 4 th 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

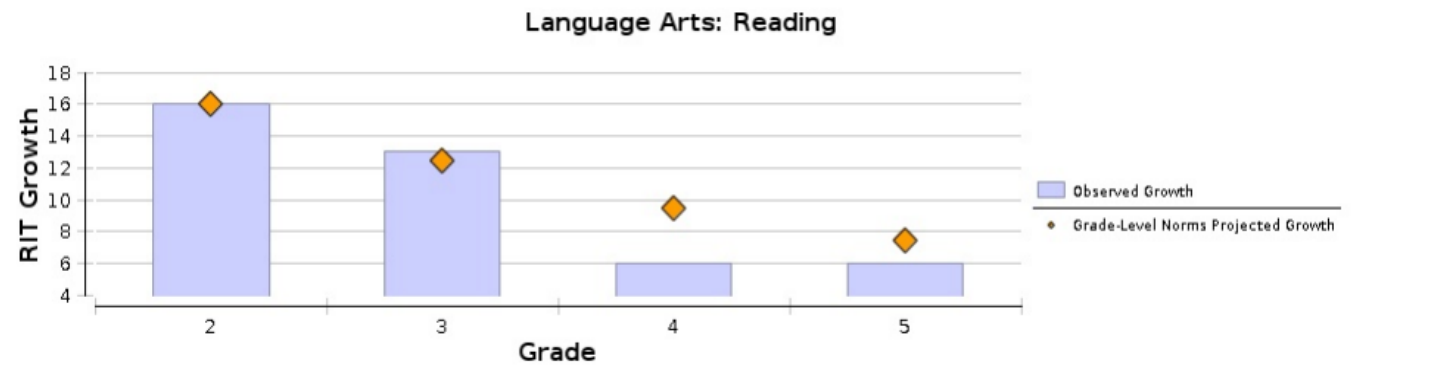
Language Arts:
Reading

Grade (Spring 2025)	Total Number of Growth Events†	Comparison Periods							Growth Evaluated Against							
		Fall 2024			Spring 2025			Growth		Grade-Level Norms			Student Norms			
		Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
2	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

Hughes Elementary School Campus #061911113

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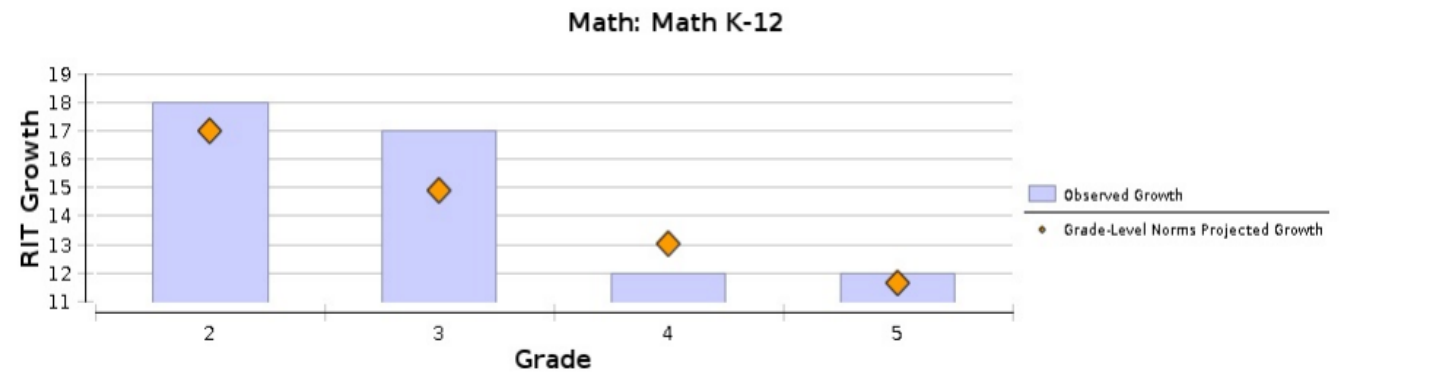
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J Lyndal Hughes Elementary School

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	



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	Root Cause
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.	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.

★ = Priority

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

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	Root Cause
1★ It is typically the same staff and parents that volunteer their time and talents to leading clubs, events, and campus activities.	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.

★ = Priority

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.

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	Root Cause
1 Our Spring OHI showed that our campus was performing lower in the area of cohesiveness in comparison to the other domains.	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



Priority Problem Statements

Problem Statement

Root Cause

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.

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.

2
★

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

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.

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.

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.

★ = Priority



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

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.

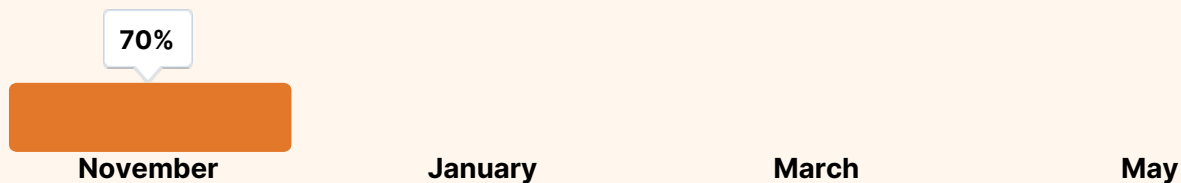
Strategy's Expected Result/Impact: 90% of students will make at least a year's growth in Reading . Over 75% of all students will be on or above grade level Reading expectations by the end of the year in all grade levels.

Staff Responsible for Monitoring: Teachers, Admin, MTSS Interventionist, CIT, Special Education Support Teachers, MTA Specialists, Gifted and Talented Teachers, Counselor, ILT

Problem Statements: Student Learning 1

Title I: 2.5.1, 2.5.2, 2.5.3

Formative Reviews



Performance Objective 1 Problem Statements Identifying Student Learning

Problem Statement	Root Cause
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.	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.

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

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

Problem Statements: Student Learning 1

Title I: 2.5.1, 2.5.2, 2.5.3

Formative Reviews

 Accomplished

November

 Accomplished

January

 Accomplished

March

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: 2.5.1, 2.5.2, 2.5.3

Formative Reviews



Accomplished

November



Accomplished

January



Accomplished

March

May

Performance Objective 2 Problem Statements Identifying Student Learning

Problem Statement	Root Cause
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.	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.

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

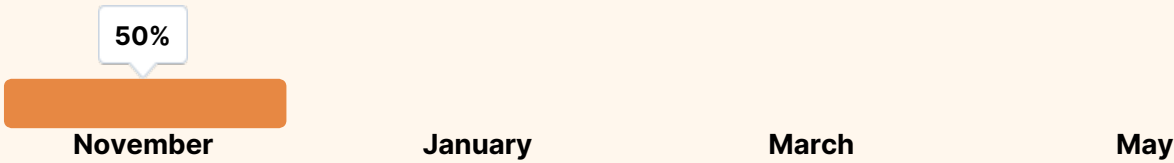
Hughes elementary students will participate in career informational activities including a career day in the Fall and career exploration lessons in morning meetings in the spring. Fall Career Day focus is "Pathway to your Legacy" where Hughes students will learn from high school and college students 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

Problem Statements: Demographics 1

Formative Reviews



Performance Objective 3 Problem Statements Identifying Demographics

Problem Statement	Root Cause
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.	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

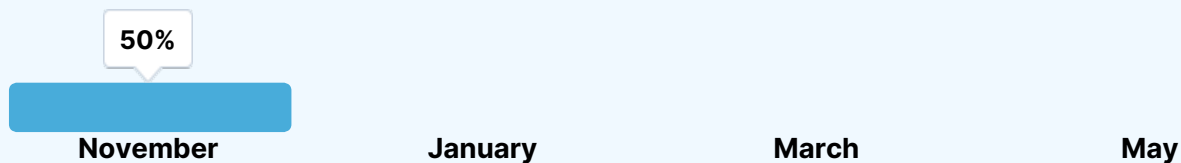
Utilize Strengths Finder to build and support team cohesiveness, staff appreciation and validation, and retention of staff that have been highly trained on campus and in the district.

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

Formative Reviews



Strategy 2

Commit time to provide all new staff with mentorship, professional development, learning walks, observations, and goal setting. Hold monthly meetings with new staff and campus mentors.

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

Formative Reviews

50%

November

January

March

May

Performance Objective 1 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

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.

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.

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

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 environment for in time relevant professional development. Grade levels and teams will be able to analyze the data, use resources, and ask for what they need to improve student growth and professional learning. Increase in cohesiveness, alignment, team efficacy, and student performance.

Staff Responsible for Monitoring: CIT, Instructional Leadership Team, Campus Leadership Team, and Admin

Problem Statements: Student Learning 1

Title I: 2.5.2

Formative Reviews



Strategy 2

Behavior Framework Team, Instructional Leadership Team, and Team Managers will collaborate once a month and focus on campus needs, progress, and next steps for behavior management, campus celebrations, academic and classrooms expectations, safety and procedures. Each team will provide feedback and professional development to their teams and the whole campus throughout the year.

Strategy's Expected Result/Impact: Clear and unified vision and mission. Leadership opportunities for all staff. Increased buy in and ownership over campus initiatives. Cohesiveness and purpose for campus stakeholders.

Staff Responsible for Monitoring: Counselor, Admin, TM, ILT, BFT

Problem Statements: Demographics 1

Formative Reviews



Performance Objective 2 Problem Statements Identifying Demographics

Problem Statement	Root Cause
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.	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.

Performance Objective 2 Problem Statements Identifying Student Learning

Problem Statement	Root Cause
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.	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.

Performance Objective 3

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

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

Formative Reviews

50%

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

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

Formative Reviews



Performance Objective 1 Problem Statements Identifying School Processes & Programs

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

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

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.

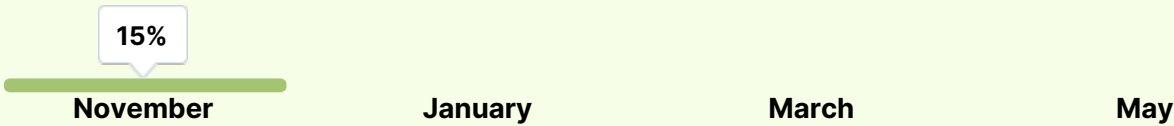
Strategy's Expected Result/Impact: Students will become more respectful, responsible, fair, caring, honest, kind, cooperative and trustworthy. They will take pride and ownership in their school and in their personal growth. Decrease in behaviors that are not safe, respectful, or responsible.

Staff Responsible for Monitoring: Admin and Counselor

Problem Statements: Demographics 1

Title I: 2.5.3

Formative Reviews



Performance Objective 2 Problem Statements Identifying Demographics

Problem Statement	Root Cause
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.	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.

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

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.

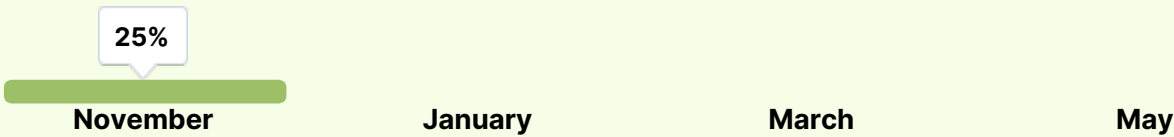
Strategy's Expected Result/Impact: Collective vision and mission to support the school and community culture.

Staff Responsible for Monitoring: Counselor, CIS, and Admin

Problem Statements: Demographics 1

Title I: 2.5.3

Formative Reviews



Performance Objective 3 Problem Statements Identifying Demographics

Problem Statement	Root Cause
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.	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.