Northwest Independent School District

Lizzie Curtis Elementary School

2018-2019 Campus Improvement Plan

Comprehensive Needs Assessment

Demographics

Demographics Summary

Lizzie Curtis is a new elementary school in a rapidly growing neighborhood community. Construction is still taking place on unoccupied portions of our building. Curtis is the 3rd elementary school some of our students have attended within the last 4 years due to rapidly growing areas, overcrowding of schools and rezoning to support the growth. Students and famiiies are excited to have their neighborhood school built, and families are eager to become involved. Our school serves 498 students in Pre-Kindergarten through 5th grade with a PPCD and SLC program to support special needs. Approximately 200 of our students are new to NISD. Our staff consists of 44 staff members including 2 resource teachers and 1 site-based reading interventionist. Approximately 30% of our staff are new to NISD. Our student demographics include:

- Special Education Programming: (16%)
- Ethinticy:White- 46%, Asian- 14%, African American- 18%, Hispanic- 19%
- Economically Disadvantaged: 21%

Demographics Strengths

Our staff comes to Lizzie Curtis with a variety of experiences. We have worked hard to establish an aligned common philosophy on our campus where we honor the whole child and strive to educate and nurture the social-emotional, and behavioral side of our students, along with academics. Our staff's experiences are varied, deepening our collaborative potential. We have access to educational specialists and interventionists to support our professional learning and student achievement. Our cultural diversity supports our campus's social-emotional goals of tolerance, acceptance, and respect. We have a committment to professional learning and ongoing support to help build capacity as we work to accomplish our campus's Problem of Practice. Our community consists of an PTA and families who are eager to support and become involved in our campus. Extra-curricular programs on our campus are UIL and Destination Imagination.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Being a new campus, our students have experienced a wide-range of expectations. **Root Cause**: Students have experienced high mobility due to fast growth and district rezoning.

Problem Statement 2: Maintaining our cohesive collaborative culture focusing on meeting student needs. **Root Cause**: Teachers are coming from varied

backgrounds and expectations and need continued focused leadership and support.

Problem Statement 3: Helping families connect and feel a sense of belonging and pride in their school. **Root Cause**: Many of our families have gone to a variety of schools before coming to Lizzie Curtis.

Student Academic Achievement

Student Academic Achievement Summary

As a new campus, our available data is limited, and we are eager to begin analyzing data as it comes available. Our students come from 3 NISD schools as well as from schools outside of NISD and Texas. The data we do have available indicates:

- 15% of our students are currently in RTI for academic and/or behavior
- STAAR Data available for returning NISD students:
- Current 4th Graders' 2018 STAAR Data:
- Math: 87% passed, 44% Mastered, 66% Special Education students passed
- Reading: 88% passed, 38% Mastered, 33% Special Education students passed
- Current 5th Graders' 2018 STAAR Data:
- Math: 80% passed, 36% Mastered, 33% Special Education students passed
- Reading: 84% passed, 35% Mastered, 57% Special Education students passed

Student Academic Achievement Strengths

There is a sense of pride and excitement surrounding our campus among our stakeholders - staff, students, and families. Our staff shares a common belief system and philosophy that it is our job to meet hte needs of the whole child and to meet students where they are, providing scaffolded supports to help them achieve at the next level. Our staff believes in the power of collaboration to accomplish goals and solve instructional problems. We have committed to supporting social-emotional needs through daily Morning Meetings and our campus-wide PBIS. We have a viable, district curriculum with common vocabulary and expectations. We are dedicated to focusing on increasing literacy achievement across all content areas. Our students are adaptable and persevere, and initial data indicates strong academic achievement overall.

- Common staff belief systems and philosophies
- Collaborative culture of staff
- Student adapatbility and perseverence (campus mobility over time)Viable District Curriculum with common vocabulary & expectations
- Emphasis on literacy across all content area
- Social emotional learning needs are being addressed on the campus through Morning Meetings and our PBIS to facilitate academic focus
- Initial limited data indicates strong academic achievement overall

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: We don't know the full scope of our student data. **Root Cause**: As a new campus, we do not have access to longitudinal student data.

Problem Statement 2: Teachers need to collaborate effectively in PLCs to positively impact student achievement and well-being. **Root Cause**: Teachers' previous experiences shape their expectations about collaboration, planning, and PLC work.

Problem Statement 3: Students need supported social-emotional learning opportunities. **Root Cause**: Social-emotional well being effects students' academic performance.

School Processes & Programs

School Processes & Programs Summary

Lizzie Curtis serves Pre-Kindergarten through 5th grade with 2 special education programs - PPCD and SLC. GT services are available and enrichment is provided to students according to need. We have 2 students who are receiving accelerated instruction in math and are receiving 6th grade instruction. Our reading interventionist provides targeted support to dyslexic students and students needing intervention as identified through the RTI process. We strive to retain quality teachers by establishing a positive, productive and collaborative work environment. New teachers receive a mentor to suppor them as NISD teachers. Teachers conduct daily Morning Meetings to support social-emotional growth. We are establishing systems to analyze needs for interventions and support through PLC, RTI, ARDs and 504 Plans. Systems are also being established to provide intentional support through PLCs by conducting State of the Class and Quarterly PLC Reviews. We have a dedicated Instructional Leadership Team committed to collaborating and facilitating productive PLCs.

School Processes & Programs Strengths

We have established a dedicated ILT which met over the summer to evaluate campus for students, staff, and families. Our ILT has participated in a training about Highly Effective PLCs, which they are rolling out to our staff. Our staff is identifying a weekly day for grade level PLCs where student achievement, interventions and enrichment, and planning are conducted. Our staff is committed to planning lesson where students engage in dialogue and critical thinking. Over 50% of our staff are ELL certified.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Teachers need support with the RTI process **Root Cause**: Teachers have varied experiences with RTI processes and teacher access to eSTAR is new this year.

Problem Statement 2: Students need structured expectations and support with social-emotional growth and development to help them be life ready. **Root Cause**: Mobility of students to different campuses.

Perceptions

Perceptions Summary

Lizzie Curtis Elementary School is a new building where both excitement and anxiety is present. Excitement, pride, and anticipation surround our opening. However, continued construction on our building and being in a new environment contributes to anxiety. We strive to create and maintain an inviting, welcoming campus where all stakeholders feel a sense of belonging and pride. We value forming relationships with all stakeholders.

Perceptions Strengths

We have created an inviting, welcoming campus where students are beginning to thrive. They love their teachers and are happy to be in their new school. Our staff is enthusiastic and willing to maintain a positive, student-centered community. We have established a campus-wide PBIS system that outlines common expectations with common vocabulary. We have a positive morale among our staff. Our staff brings valuable experiences to our campus with a powerfully collaborative potential that will benefit students and continued staff learning.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: We need to establish a meaningful system for involving parents. **Root Cause**: Our campus is new and systems are being created.

Problem Statement 2: Students and families are nervous about our building and systems. **Root Cause**: Changing schools and getting to know new systems takes time. Our new school is still under construction.

Comprehensive Needs Assessment Data Documentation

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

Goals

Revised/Approved: May 29, 2018

Goal 1: Students will achieve success through meaningful learning experiences, innovative pathways, and personalized opportunities.

Performance Objective 1: Lizzie Curtis staff will intentionally differentiate and scaffold student learning to meet students' needs.

   Evaluation Data Source(s) 1: Lesson plans, PLCs, student data

   Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Dec	Feb	Apr
1) Use of Lexia and Imagine Math will provide teachers with progress monitoring data to guide differentiated instruction and scaffolding support for remediation and accelerated learning.	Teachers Intervention Specialist Administrators	Increased reading and math achievement				
		Problem Statements: Demographics 2 - Student Academic Achievement 1, 2				
2) Teachers will analyze student data in PLCs to plan interventions and enrichment opportunities for differentiation	Teachers Administrators	Increased levels of achievement and mastery on summative and standardized assessements.				
		Problem Statements: Student Academic Achievement 1, 2				
100% = Accomplished	→ = Continue/Modify	0% = No Progress	✗ = Discontinue			

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 2: Maintaining our cohesive collaborative culture focusing on meeting student needs. **Root Cause 2**: Teachers are coming from varied backgrounds and expectations and need continued focused leadership and support.
Student Academic Achievement
Problem Statement 1: We don't know the full scope of our student data. **Root Cause 1**: As a new campus, we do not have access to longitudinal student data.

Problem Statement 2: Teachers need to collaborate effectively in PLCs to positively impact student achievement and well-being. **Root Cause 2**: Teachers' previous experiences shape their expectations about collaboration, planning, and PLC work.

Goal 1: Students will achieve success through meaningful learning experiences, innovative pathways, and personalized opportunities.

Performance Objective 2: Lizzie Curtis staff will intentionally support social-emotional needs of students.

  Evaluation Data Source(s) 2: Morning Meetings, Student Recognition, Discipline Data

  Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			**Summative**
			Oct	Dec	Feb	Apr
1) We will establish a character committee to develop character building skills and SEL skills	Counselor Teachers Administrators	Student efficacy Student perseverance Positive social-emotional well being				
Problem Statements: Demographics 1, 3 - Student Academic Achievement 3 - School Processes & Programs 2						
2) A comprehensive guidance program will be implemented that addresses the social and emotional needs of students.	Counselor Teachers Administrators	Student efficacy Character development				
Problem Statements: Student Academic Achievement 3 - School Processes & Programs 2						
100% = Accomplished → = Continue/Modify 0% = No Progress ✗ = Discontinue						

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: Being a new campus, our students have experienced a wide-range of expectations. **Root Cause 1**: Students have experienced high mobility due to fast growth and district rezoning.
Problem Statement 3: Helping families connect and feel a sense of belonging and pride in their school. **Root Cause 3**: Many of our families have gone to a variety of schools before coming to Lizzie Curtis.
Student Academic Achievement
Problem Statement 3: Students need supported social-emotional learning opportunities. **Root Cause 3**: Social-emotional well being effects students' academic performance.
School Processes & Programs
Problem Statement 2: Students need structured expectations and support with social-emotional growth and development to help them be life ready. **Root Cause 2**: Mobility of students to different campuses.

Goal 1: Students will achieve success through meaningful learning experiences, innovative pathways, and personalized opportunities.

Performance Objective 3: Develop highly effective PLCs by building capacity in our Instructional Team Leaders

> **Evaluation Data Source(s) 3:** Quarterly PLC Reviews
> ILT Meetings
> Use of Protocols
> Surveys

> **Summative Evaluation 3:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Dec	Feb	Apr
1) ILT members will be trained to facilitate effective PLCs to positively impact student achievement	ILT Members Administrators	Meeting students where they are academically to increase achievement and mastery of skills.				
	Problem Statements: Demographics 2 - Student Academic Achievement 1, 2, 3					
100% = Accomplished → = Continue/Modify 0% = No Progress ✗ = Discontinue						

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 2: Maintaining our cohesive collaborative culture focusing on meeting student needs. **Root Cause 2**: Teachers are coming from varied backgrounds and expectations and need continued focused leadership and support.
Student Academic Achievement
Problem Statement 1: We don't know the full scope of our student data. **Root Cause 1**: As a new campus, we do not have access to longitudinal student data.
Problem Statement 2: Teachers need to collaborate effectively in PLCs to positively impact student achievement and well-being. **Root Cause 2**: Teachers' previous experiences shape their expectations about collaboration, planning, and PLC work.
Problem Statement 3: Students need supported social-emotional learning opportunities. **Root Cause 3**: Social-emotional well being effects students' academic performance.

Goal 2: Northwest ISD will recruit, value, and retain an exceptional staff to create a rewarding learning environment.

Performance Objective 1: We will spend time vetting staff whose philosophies and values align with Lizzie Curtis's Vision and Mission.

Evaluation Data Source(s) 1: Human-X
Teacher Retention
TTESS Observation

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Dec	Feb	Apr
1) We will screen applicants using available information on Student Centered scores, references, Teacher Fit, and experience	Administrators	Hire and retain high quality staff to best serve our students				
	Problem Statements: Demographics 2					
100% = Accomplished → = Continue/Modify 0% = No Progress ✗ = Discontinue						

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 2: Maintaining our cohesive collaborative culture focusing on meeting student needs. **Root Cause 2**: Teachers are coming from varied backgrounds and expectations and need continued focused leadership and support.

Goal 2: Northwest ISD will recruit, value, and retain an exceptional staff to create a rewarding learning environment.

Performance Objective 2: Support new teachers through the use of Mentors and Buddies

Evaluation Data Source(s) 2: Teacher retention
Surveys

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Dec	Feb	Apr
1) Teachers new to the profession and new to Northwest ISD will be supported by experienced NISD staff	Mentor Coordinator Administrators	staff retention positive staff morale self and collective efficacy				
	Problem Statements: Demographics 2 - Student Academic Achievement 2					
100% = Accomplished → = Continue/Modify 0% = No Progress ✗ = Discontinue						

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 2: Maintaining our cohesive collaborative culture focusing on meeting student needs. **Root Cause 2**: Teachers are coming from varied backgrounds and expectations and need continued focused leadership and support.
Student Academic Achievement
Problem Statement 2: Teachers need to collaborate effectively in PLCs to positively impact student achievement and well-being. **Root Cause 2**: Teachers' previous experiences shape their expectations about collaboration, planning, and PLC work.

Goal 2: Northwest ISD will recruit, value, and retain an exceptional staff to create a rewarding learning environment.

Performance Objective 3: Build collective efficacy and a collaborative culture where teachers engage in collaborative inquiry cycles to solve instructional problems.

Evaluation Data Source(s) 3: PLC agendas
Collaborative inquiry cycles

Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			**Summative**
			Oct	Dec	Feb	Apr
1) Support teachers to collaborate productively in PLCs where student data is analyzed, instructional problems are identified and actively resolved, and interventions are planned	Teachers ILT Administrators	Increased student achievement Increased collective efficacy				
	Problem Statements: Demographics 2 - Student Academic Achievement 2 - School Processes & Programs 1					
	100% = Accomplished	→ = Continue/Modify	0% = No Progress	✕ = Discontinue		

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 2: Maintaining our cohesive collaborative culture focusing on meeting student needs. **Root Cause 2**: Teachers are coming from varied backgrounds and expectations and need continued focused leadership and support.
Student Academic Achievement
Problem Statement 2: Teachers need to collaborate effectively in PLCs to positively impact student achievement and well-being. **Root Cause 2**: Teachers' previous experiences shape their expectations about collaboration, planning, and PLC work.
School Processes & Programs
Problem Statement 1: Teachers need support with the RTI process **Root Cause 1**: Teachers have varied experiences with RTI processes and teacher access to eSTAR is new this year.

Goal 2: Northwest ISD will recruit, value, and retain an exceptional staff to create a rewarding learning environment.

Performance Objective 4: Support continuous staff learning through meaningful staff development opportunities which will directly impact instructional practices.

Evaluation Data Source(s) 4: Formal and informal classroom observations
Staff surveys
Student achievement data

Summative Evaluation 4:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Dec	Feb	Apr
1) Identify areas of staff learning needs to provide support	Administrators IIT	Increased student achievement Continuous staff learning				
		Problem Statements: Student Academic Achievement 2 - School Processes & Programs 1				

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

Performance Objective 4 Problem Statements:

Student Academic Achievement
Problem Statement 2: Teachers need to collaborate effectively in PLCs to positively impact student achievement and well-being. **Root Cause 2**: Teachers' previous experiences shape their expectations about collaboration, planning, and PLC work.
School Processes & Programs
Problem Statement 1: Teachers need support with the RTI process **Root Cause 1**: Teachers have varied experiences with RTI processes and teacher access to eSTAR is new this year.

Goal 3: Northwest ISD will create and foster an environment where all stakeholders are engaged in the transformational work of the NISD family.

Performance Objective 1: Lizzie Curtis will partner with our families, PTA, and school partners to enhance students' overall learning experiences

    Evaluation Data Source(s) 1: Participation in school events
Parent survey
Frequency of communication
Varied communication sources: campus and classroom newsletters, phone, text, social media, websites

    Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Dec	Feb	Apr
1) Collaborate with PTA to plan events for our school	Administrators	Increased community connections and opportunities				
	Problem Statements: Perceptions 1, 2					
2) Communicate regularly with families	Teachers Administrators	Keep families informed to increase partnership and support of families that ultimately supports student achievement				
	Problem Statements: Perceptions 1, 2					
3) Provide meaningful systems for parent volunteers through PTA, Watch DOGS, Moms on a Mission	Administrators Counselor	Increased partnership and support of parents to benefit student pride and achievement				
	Problem Statements: Demographics 3 - Student Academic Achievement 3 - Perceptions 1					
4) Recognize students in a variety of ways: - Daily Super Star Shout Outs read over announcements and sent home with students - 6 weeks Star Celebrations recognizing academic achievement and character development	Teachers Administrators Counselor	Increased student efficacy and family engagement				
	Problem Statements: Student Academic Achievement 3 - School Processes & Programs 2 - Perceptions 2					
	100% = Accomplished	→ = Continue/Modify	0% = No Progress	✕ = Discontinue		

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 3: Helping families connect and feel a sense of belonging and pride in their school. **Root Cause 3**: Many of our families have gone to a variety of schools before coming to Lizzie Curtis.

Student Academic Achievement

Problem Statement 3: Students need supported social-emotional learning opportunities. **Root Cause 3**: Social-emotional well being effects students' academic performance.

School Processes & Programs

Problem Statement 2: Students need structured expectations and support with social-emotional growth and development to help them be life ready. **Root Cause 2**: Mobility of students to different campuses.

Perceptions

Problem Statement 1: We need to establish a meaningful system for involving parents. **Root Cause 1**: Our campus is new and systems are being created.
Problem Statement 2: Students and families are nervous about our building and systems. **Root Cause 2**: Changing schools and getting to know new systems takes time. Our new school is still under construction.