

Northwest Independent School District
Granger Elementary School
2018-2019 Campus Improvement Plan



Core Beliefs

Kids come first.

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

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

Learning is influenced by environment.

Northwest ISD Vision

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

Northwest ISD Mission

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

Kay Granger Elementary School Vision

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

Kay Granger Elementary School Mission

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

Comprehensive Needs Assessment

Revised/Approved: September 06, 2018

Demographics

Demographics Summary

Our campus of 800 students has the following demographic breakdown.

ESL 4% of population

Free/Reduced Lunch 11%

At-Risk 25%

Special Education 8%

Dyslexia 3.00%

GATES 15%

Hispanic 18%

African American 7%

White 68%

Kay Granger Elementary School employs 57 teachers, who have been with the school an average of 6 years. The teachers average 12 years of experience in teaching. The school currently has 793 students with a student to teacher ratio of 16.30 S/T. The special education division has 2 teachers assisting it. Kay Granger Elementary School also employs 4 educational paraprofessionals.

Demographics Strengths

Demographic Strengths:

Our class sizes are within the state ratio limitations.

Diverse educator experience across the campus ranging from one year to over 25 years of experience.

District provided support of an ELL coach, and Sp.Ed coach

Due to the continued increase in the number of dyslexic, Tier 3, and ELL students, we have two Intervention Specialists (STAR teachers) on campus.

We will continue to have this support for the 2018-2019 school year, but one of our STAR teachers will only work with our dyslexic students.

We will also have an additional GATES teacher on campus for one day a week.

Economically Disadvantaged students at our school are performing better than other students in the state.

PBMAS data shows that are Special Education students are performing at a higher level in all content areas on STAAR except for writing.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Students often have a fixed mindset and have a hard time pushing themselves academically. **Root Cause:** Students believe their basic qualities, like their intelligence or talent, are simply fixed traits.

Problem Statement 2: Students struggle with higher order thinking and solving problems independently. **Root Cause:** Students tend to rely on others to solve their problems.

Problem Statement 3: Lesson design needs to be focused on developing the whole child. **Root Cause:** The social/emotional needs of each individual are not being met.

Student Academic Achievement

Student Academic Achievement Summary

There are multiple sources to measure student achievement. Granger Elementary utilizes the STAAR, CBA data, campus assessments, universal screeners, and other quantitative/qualitative measures.

2018 STAAR Accountability Rating- Met Standard. Received one distinction in Closing the Achievement Gaps.

2017-2018 STAAR Data- 94% passed the reading 96% passed the math, 87% passed the writing STAAR and 88% on the Science STAAR. Based on our historical data, our students are performing at the expectation in all areas. When compared to the district, our students consistently perform at a higher level.

As noted in our STAAR data, our students are not reaching their fullest potential by scoring at the advanced level. We are noticing a downward trend in the last three years. Our problem of practice this year will center around this need. Student achievement will increase when the needs of the students are met through intentionally planned lessons that support an increase in cognitive demand.

DRA Data K-2

- Kinder increased the percentage of students making a year's worth of growth from 70% to 81%. First grade increased the percentage of students demonstrating a year's worth of growth from 84% to 96%, and we saw a slight decrease in second grade with their percentages going from 91% to 88%

The staff has worked collaboratively with one another in PLCs, vertical teams, and grade level planning sessions to increase their understanding and knowledge of identifying student's strengths and weaknesses.

To monitor student performance, teachers are also asked to do the following:

- Progress Monitor individual student progress
- Incorporate a daily 30 minute WIN(What I Need)
- Participate in the Learning Team Cycles
- Attend and participate in the Vertical Team Meetings
- Participate in the RTI process with an emphasis on the prescriptive intervention piece for students
- Be an active member in the Google Classroom which is set up for teachers to submit team agendas/PD reflections/data reviews/ and lesson plans

Student Academic Achievement Strengths

2017-2018 STAAR data:

Granger STAAR	2016	2017	2018	Change 1 year	Change 2 years
3rd Reading % passing	93	93	94	+1	+1
4th Reading % passing	93	86	90	+4	-3
5th Reading % passing	96	94	96	+2	0
3rd Math %passing	98	92	92	0	-6
4th Math %passing	93	87	96	+9	+3
5th Math %passing	94	94	95	+1	+1
4th Writing %passing	87	80	87	-7	+7
4th Math % Advanced	36	26	48	-10	+12

When comparing STAAR scores over a three year period, we are seeing some gains across all content areas, and will continue to address inconsistencies.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: Data supports that students are performing at the lower end of their abilities. Learning experiences need to be differentiated to meet each student's specific needs. **Root Cause:** Instruction is not being designed around the students' strengths and weaknesses.

Problem Statement 2: Students struggle with higher order thinking and solving problems independently. **Root Cause:** Students tend to rely on others to solve their problems.

Problem Statement 3: PLCs need to be restructured to focus on teacher work, student work, and data that will support the needs of all learners. **Root Cause:** Change in leadership team and loss of a CIT that organized the PLC leads.

Problem Statement 4: PBMAS Emphasis: Despite some gains in academic success, achievement gaps still exist within Performance Based Monitoring Analysis System (PBMAS) subgroups. **Root Cause:** : Special populations of students identified in PBMAS such as ELL and SPED have been under performing which may signal a need for increased expectations as well as differentiated professional development for teachers in order to meet the needs of all student groups.

Problem Statement 5: Masters Grade Level Performance: We aspire for students to reach the Masters Grade Level distinction, but lack specific target goals

for each STAAR assessment. **Root Cause:** Granger students continue to thrive on the STAAR assessments; however, a review of the EOY STAAR data points to the need to increase the level of tasks in some grade levels, content areas in order to ensure that each student is being challenged to meet his/her greatest academic potential.

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:

Learning Team Cycle- The learning teams allow us to have a focus on instruction throughout the year. After each cycle we leave with a plan on how we were going to continue to monitor and adjust our instruction.

Example:

As instructional leaders at Granger we will.....

- Continue to intentionally plan Problem Solving Block as a team- everyone on the same page, aligned as a grade level, discussions about how it will look with students-delivery
- Clear understanding of explanation vs justification-teacher/PD
- Use of manipulatives to help students solve problems-teacher use in modeling (concrete to abstract)
- Use of Problem Solving rubric and it's purpose- what is expected
- Gradual release of responsibility to students
- Keywords PD-5 Practices

Vertical Team Meetings- Classroom teachers asked for us to bring back vertical teams, so they could have 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 increased this year, because many of our teachers were asked and/or volunteered to lead PD or committees. One teacher stated that this was the first time in her 15 year career that she got up in front of her colleagues to present information and lead a PD.

RTI process – With an emphasis on the prescriptive intervention piece for students, teachers are being transparent and asking for help in this area.

Organizational Structure on campus- we are divided into 3 teams. ILT, OLT, and PLC. These structures allowed for more teachers to have a voice as well as build collective efficacy.

School Processes & Programs Strengths

According to our recent OHI survey the campus is able to understand their specific roles and responsibilities on the campus. The survey shows that the

leadership knows, values, and utilizes individuals talents effectively. Roles are clearly defined in our organization. Teacher leaders on the campus are empowered to fulfill their professional responsibilities with their individual teams and provide an opportunity to influence their peers who are in similar roles.

We have a very low teacher turn-over rate which allows us to build and sustain culture and grow capacity in staff and students. We also have a very strong volunteer base, avreraging some 10,000 volunteer hours a year indicating strong parent/community support. We have developed many opportunities for parents to serve on campus and opportunities to celebrate their children's successes. As a redesignated National School of Character, character education continues to be a strength and focus on our campus with weekly character lessons, and a principal's book of the month which focuses on a specific character trait. During the Wrangler Round Ups Assemby each six weeks students are awarded for academics as well as character.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Our OHI survey data indicates that problem solving adequacy is our biggest area of need on our campus. **Root Cause:** Communication between teams is inconsistent. Problems often linger for long periods of time if not communicated in a timely manner

Problem Statement 2: Adequate structures are not in place for teachers to have a forum for dialogue to achieve a win/win consensus for school-wide problem solutions **Root Cause:** Leaders diagnosing the readiness levels of individuals and not using appropriate tools for resolving the problems, issues, or concerns.

Problem Statement 3: PLCs need to be more structured and intentional to meet the needs of all learners. **Root Cause:** PLCs vary in effectiveness of using data to drive the instruction to make a positive impact on student performance.

Perceptions

Perceptions Summary

Our school sits in the middle of 4 communities and is truly a community school. We have a very active parent support base evidenced by the number of volunteers hours we log each year. We have many opportunities for parents to volunteer at the school: JA , WATCH D.O.G. Dads, MOMS (Moms on a Mission, tutors, library, Yee Haw Fest, Fun Run, Running Club etc... Parent and Community Engagement Strengths

1. Number of parents involved on campus
2. Number of opportunities for parents to volunteer
3. Small attendance zone lends proximity to school for all parents.

As a National School of Character, character education continues to be a strength and focus on our campus with weekly character lessons, and a principal's book of the month which focuses on a specific character trait. During the Wrangler Round Ups Assembly each six weeks students are awarded for academics as well as character.

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

Participate actively and responsibly in his or her own learning;

Support parent-teacher-student relationships that enable success in learning;

Understand and appreciate each other as individuals with special interests, aptitudes, and the ability to learn and experience success;

Develop in all students a sense of personal and social responsibility through demonstrated service to others;

Experience and value education as a lifelong process;

Our efforts over the last few years to increase student attendance have not achieved the results we had hoped in comparison to comparable schools. Last year we had an outbreak of flu and the year before it was strep. While this accounts for the majority of our absences, we also have families that take extended family vacations during the school year.

Perceptions Strengths

Our strength is in our stability of staff. We have a very low teacher turn-over rate which allows us to build and sustain culture and grow capacity in staff and students. We also have a very strong volunteer base, averaging some 10,000 volunteer hours a year indicating strong parent/community support. We have

developed many opportunities for parents to serve on campus and opportunities to celebrate their children's successes.

Our parent survey also indicates strong support for the campus with 97% of the parents satisfied or very satisfied with our school.

Feedback from parents is positive. We often receive positive emails from parents or community members about our teachers or students.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Student attendance rates are not comparable to schools of similar make-up. Our community does not fully support a culture of student attendance. **Root Cause:** Some parents and community members do not understand the importance of school attendance.

Problem Statement 2: School Safety: We have an obligation to our students, staff, and community to provide as safe of a learning environment as possible and to take proper preventative measures. **Root Cause:** As a public school district, we have a need to protect our occupants from the many external factors that can have a negative impact on our learning environment, ranging from weather-related events to various acts of violence.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Critical Success Factor(s) data
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Released Test Questions
- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Postsecondary college, career or military-ready graduates data
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Running Records results
- Observation Survey results

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each group
- 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, progress, and participation data,
- Male / Female performance, progress, and participation data
- Special education population, including performance, discipline, progress, and participation data
- Migrant population, including performance, progress, discipline, attendance, and mobility
- At-Risk population, including performance, progress, discipline, attendance, and mobility
- EL or LEP 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

Employee Data

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

Parent/Community Data

- Parent surveys and/or other feedback
- Parent Involvement Rate
- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data

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

Goals

Revised/Approved: May 29, 2018

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

Performance Objective 1: At Granger, our students are in need of intentionally designed learning experiences that will allow them to explore their thinking through various cognitive lenses.

Evaluation Data Source(s) 1: STAAR data

DRA data

CBA data

Rigor and Relevance Rubrics

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Dec	Feb	Apr
1) Teachers will plan for students using the depth and complexity icons to increase cognitive demand.	Instructional Team Leaders Campus Administration	Increasing the cognitive demand of our students will allow for a more fluid transfer of knowledge. This will increase student achievement.				
Problem Statements: Demographics 2						
2) Teachers will participate in professional learning that supports the planning and design to help students go beyond surface level understanding of a concept and enhance their ability to think critically.	Admin Team Lesson Plans GT teacher	Planning for students to think and discuss at deeper levels through inquiry will increase student's academic performance.				
Problem Statements: Student Academic Achievement 1						
3) PLCs will provide teachers an opportunity to look at teacher work through campus walkthroughs and observations to learn from one another.	PLC leads ILT Admin PLC Agendas and Notes	Teachers will gather data through observations using the rigor rubric which will provide the evidence to demonstrate an increase in student achievement.				
Problem Statements: Demographics 2						



Performance Objective 1 Problem Statements:

Demographics
Problem Statement 2: Students struggle with higher order thinking and solving problems independently. Root Cause 2: Students tend to rely on others to solve their problems.
Student Academic Achievement
Problem Statement 1: Data supports that students are performing at the lower end of their abilities. Learning experiences need to be differentiated to meet each student's specific needs. Root Cause 1: Instruction is not being designed around the students' strengths and weaknesses.

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

Performance Objective 2: Teachers will follow district curriculum and state standards. Student progress will be closely monitored and measured against stand and local standards.

Evaluation Data Source(s) 2: Student Achievement Data

Rigor and Relevance Rubrics

Student Work Samples

STAAR

District CBAs

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Dec	Feb	Apr
1) Teachers will plan collaboratively to differentiate instruction to target the needs of ALL students.	Admin Team Teachers STAR Teachers Special Education Teachers GT Teachers	Academic Performance of ALL students in every subject will increase by 5%. Mastery Level performance will increase by 10%.				
	Problem Statements: Student Academic Achievement 1					
2) Students will collaborate with their teachers to implement a goal setting system to foster a community of self motivated learners. Students will reflect and evaluate their progress and take initiative of their own learning.	Students Teachers STAR teachers Special Education Teachers GT Teachers Admin Team	Increased capacity in student efficacy Goal Setting/CBAs/DRA data/STAAR Performance will show students demonstrating a year's worth of growth and an increase in mastery level performance.				
	Problem Statements: Demographics 1					
3) Implement a common time across the campus for students to receive prescriptive interventions based on the weak S.E.'s to maximize student learning and close performance gaps. Students already mastering the learning standards will be presented with enrichment opportunities	OLT Teachers Admin Team STAR teachers GT Teachers Special Education Teachers	RTI Documentation Intervention Plans Progress Monitoring Academic Performance of all sub pops will increase. Mastery level performance will increase.				
	Problem Statements: Student Academic Achievement 1					

4) Use district and campus walk through forms that align with our instructional focus of increasing the cognitive demand of our students.	Admin Team ILT Teachers	Walk Through Feedback Cycle will improve teacher performance and teacher efficacy which result in an increase of student performance.				
	Problem Statements: Demographics 2 - Student Academic Achievement 1					

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

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: Students often have a fixed mindset and have a hard time pushing themselves academically. Root Cause 1: Students believe their basic qualities, like their intelligence or talent, are simply fixed traits.
Problem Statement 2: Students struggle with higher order thinking and solving problems independently. Root Cause 2: Students tend to rely on others to solve their problems.
Student Academic Achievement
Problem Statement 1: Data supports that students are performing at the lower end of their abilities. Learning experiences need to be differentiated to meet each student's specific needs. Root Cause 1: Instruction is not being designed around the students' strengths and weaknesses.

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

Performance Objective 3: Granger staff and community will continue to be intentional and purposeful in meeting the social and emotional needs of our students.

Evaluation Data Source(s) 3: Morning Meetings, Guidance Lesson Plans, Student Programs, Surveys

Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Dec	Feb	Apr
1) Consistently implement the Wrangler Mindset which addresses the learner qualities that we expect of our students at Granger.	All Staff	This will create a risk free learning environment in which students are challenged to meet their individual goals and that will improve student performance and increase our campus goals.				
	Problem Statements: Demographics 1, 3					
2) Continue with the implementation of the Wrangler Way and character building to align with the district's imperative on SEL learning.	All Staff	Character Development Student responsibility and efficacy				
	Problem Statements: Demographics 3					
3) The Character committee will meet monthly to discuss the implementation of character counts and the morning meeting lessons. An increased emphasis on the SELs will also be included in the meetings.	All staff	Character Development will address the social emotional learning to meet the needs of our students so they can focus on their academic performance.				
	Problem Statements: Demographics 3					
4) Student council will receive leadership training from TEPSA and continue to focus on leading the campus in providing service learning projects for all students to participate in throughout the year.	Student Council Sponsors	Creates a positive learning environment for all students. Builds a strong sense of community.				
	Problem Statements: Demographics 3					
5) Provide a parent education meeting focused on the Growth Mindset and purposeful struggle. Parents will gain an understanding of the campus instructional focus and leave with strategies to help their students grow as learners without constantly rescuing them when they are struggling in their learning.	All Staff Parent	Increased parent awareness and partnership. Parents will be able to assist their children with increasing the cognitive demand they present in the home environment.				

6) A comprehensive guidance program will be used to address the social and emotional needs of the students.	Counselor Admin	Character development Through this program, students will be able to develop the kind of personality and character that earns them the respect, self esteem, and affection of their peers and others that they interact with on a daily basis.				
	Problem Statements: Demographics 3					

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 1: Students often have a fixed mindset and have a hard time pushing themselves academically. Root Cause 1: Students believe their basic qualities, like their intelligence or talent, are simply fixed traits.
Problem Statement 3: Lesson design needs to be focused on developing the whole child. Root Cause 3: The social/emotional needs of each individual are not being met.

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

Performance Objective 4: Mastery level STAAR performance for each grade level and subject will increase by 10% in grades 3-5.

Evaluation Data Source(s) 4: STAAR, CBAs, Benchmarks

Summative Evaluation 4:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Dec	Feb	Apr
1) Teachers will use the grade level data to select goals that will help student meet the mastery level performance.	Admin Team Teachers Support Staff	Mastery level performance will increase on district and state exams.				
Problem Statements: Student Academic Achievement 1, 2						
2) Planning will include opportunities to design strategies that will differentiate the learning for all students.	Admin Team Teachers Support Staff	Intentional planning for enrichment opportunities as well as interventions will increase student performance.				
Problem Statements: Student Academic Achievement 1, 2						
3) Vertical team meetings will meet monthly to ensure alignment of each content area and to share effective strategies to meet the needs of all learners across the campus.	Vertical Team Leaders Admin Teachers	Collective efficacy will increase. Teachers will have ownership of ALL student learning.				
Problem Statements: Student Academic Achievement 3 - School Processes & Programs 2, 3						

Performance Objective 4 Problem Statements:

Student Academic Achievement
Problem Statement 1: Data supports that students are performing at the lower end of their abilities. Learning experiences need to be differentiated to meet each student's specific needs. Root Cause 1: Instruction is not being designed around the students' strengths and weaknesses.
Problem Statement 2: Students struggle with higher order thinking and solving problems independently. Root Cause 2: Students tend to rely on others to solve their problems.
Problem Statement 3: PLCs need to be restructured to focus on teacher work, student work, and data that will support the needs of all learners. Root Cause 3: Change in leadership team and loss of a CIT that organized the PLC leads.
School Processes & Programs
Problem Statement 2: Adequate structures are not in place for teachers to have a forum for dialogue to achieve a win/win consensus for school-wide problem solutions Root Cause 2: Leaders diagnosing the readiness levels of individuals and not using appropriate tools for resolving the problems, issues, or concerns.


Problem Statement 3: PLCs need to be more structured and intentional to meet the needs of all learners. **Root Cause 3:** PLCs vary in effectiveness of using data to drive the instruction to make a positive impact on student performance.

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

Performance Objective 5: Granger will place an increased emphasis on literacy across all grade levels and content areas to help ensure that at least 90% of students are reading on or above grade level.

Evaluation Data Source(s) 5: % of students in K-2 Reading and Writing on grade level
 3-5 STAAR reading; passing level
 4 STAAR writing
 Lexia Data

Summative Evaluation 5:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Dec	Feb	Apr
1) Lexia training and implementation for K-5 teachers .	Admin Team Lexia usage and progress reports, data meetings with Lexia rep; BOY reports; Lexia reports provide specific information on skills students have and/or need	Close achievement gaps for all learners. Provide individual information for student, teacher, and parent on reading skills and progress.				
Problem Statements: Student Academic Achievement 1						
2) Implement Lucy Caulkins curriculum for reading and writing grades K-3. Writing will be implemented in grade 4.	Walk-throughs Feedback from teachers Lesson Plans	An increase in academic performance for grades K-4 students				
Problem Statements: Student Academic Achievement 1						
3) Implement updated Foundational Phonics training and lessons for grades K-2	Admin Team Teachers	Improved reading achievement				
						

Performance Objective 5 Problem Statements:

Student Academic Achievement


Problem Statement 1: Data supports that students are performing at the lower end of their abilities. Learning experiences need to be differentiated to meet each student's specific needs. **Root Cause 1:** Instruction is not being designed around the students' strengths and weaknesses.

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

Performance Objective 1: In order to promote a culture of collective efficacy, our teachers will participate in the hiring process by being a part of the interview team. We look for teachers that fit our campus beliefs and place an emphasis on building positive relationships with students and colleagues.

Evaluation Data Source(s) 1: Employee feedback from survey, staff retention from 2017-2018 to 2018-2019 school year, teacher attendance rates

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Dec	Feb	Apr
1) Recruit and select highly qualified teachers by screening applicants utilizing tools provided by the district	Admin Team Leadership Team Teachers	Hiring and retaining strong teachers and support staff.				
2) Promote a positive school culture through recognition of teachers in the weekly newsletter to staff and by recognizing a teacher of the month. Business partners provide the teachers of the month with a gift card for a mani and/or pedi.	Admin Team	Increase in staff morale and positive school culture.				
3) Partner with Horace Mann and PTA for teacher recognition. PTA will show appreciation to the staff through monthly snacks during faculty meetings. Horace Mann will recognize teachers with perfect attendance with the "Golden Apple" award.	Principal Assistant Principal Office Manager	Positive school culture				
4) Promote a positive school culture by providing opportunities to build relationships and recognize one another. Faculty highlights on Friday announcements. Teacher Shout Out board Granger Retreat Team Building Activities Monthly Snacks provided by PTA for staff meetings	Staff Survey OHI Survey	Positive school culture				
		Problem Statements: School Processes & Programs 1				
						

Performance Objective 1 Problem Statements:

School Processes & Programs
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Problem Statement 1: Our OHI survey data indicates that problem solving adequacy is our biggest area of need on our campus. **Root Cause 1:** Communication between teams is inconsistent. Problems often linger for long periods of time if not communicated in a timely manner


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

Performance Objective 2: Teachers at Granger Elementary will take an active role in their own professional growth which will build self efficacy and result in a positive school culture and climate. In order to promote a culture of collective efficacy, our teachers will meet in Professional Learning Communities consistently with support and collaboration with all stakeholders. This will ensure retention of highly motivated staff members.


Evaluation Data Source(s) 2:

Summative Evaluation 2:


Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Dec	Feb	Apr
1) All teachers plan and use differentiated instructional strategies and will review student work to measure progress.	Principal Assistant Principal PLC Team Leads Teachers Support Staff					
2) Grade level PLC and Vertical PLC schedule to allow time for teachers to meet and collaborate on designing differentiated instruction and looking at student work while focusing on student engagement.	Principal Assistant Principal PLC Team Leads Teachers Support Staff					
3) System Safeguard Strategy PBMAS Teachers will set professional and personal learning goals aligned with our campus mission and vision. Teachers will have opportunities to further develop teacher capacity. These will include goal setting, intervention strategies, progress monitoring, and data dis segregation of assessments to support our problem of practice.	Admin Team Classroom teachers T-TESS documents	Create a professional collaborative culture that believes in collective efficacy. Increase in student achievement and teacher efficacy.				




= Accomplished



= Continue/Modify



= No Progress



= Discontinue


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: Granger Elementary will use a variety of media to communicate campus news. Staff will utilize social media, including Twitter and Remind 101 as a tool to communicate important information.


Evaluation Data Source(s) 1: emails, web-pages, twitter feeds, and newsletters
Parent survey

Summative Evaluation 1:


Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Dec	Feb	Apr
1) Granger staff will manage and update campus and teacher websites, Facebook page, and Twitter feeds with campus news, events, and notifications.	Admin, campus communication liaison, campus website and Facebook administrator, teachers,	Obtain 800 parent followers on Facebook and/or Twitter. Parent survey results				
2) In partnering with our PTA, Granger will host various campus events and encourage parent participation. For example: Granger University, PTA Reflections, Pastries for Parents, Grade level performances.	Admin Teachers	Parent enrollment in PTA, volunteer hours, attendance of parents and community members at events				




= Accomplished



= Continue/Modify



= No Progress



= Discontinue

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 2: Student, Staff, and Stakeholder Safety: Granger will ensure that every student, staff member, and guest on campus is in the most controlled and safe environment possible.

Evaluation Data Source(s) 2: Parent Survey

Student Survey

Staff Survey

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Dec	Feb	Apr
1) Conduct Safety and Security training sessions with campus staff.	Operational Leadership Tea, Admin Team	Impact all students, staff, and community members.				
Problem Statements: Perceptions 2						

Performance Objective 2 Problem Statements:

Perceptions
<p>Problem Statement 2: School Safety: We have an obligation to our students, staff, and community to provide as safe of a learning environment as possible and to take proper preventative measures. Root Cause 2: As a public school district, we have a need to protect our occupants from the many external factors that can have a negative impact on our learning environment, ranging from weather-related events to various acts of violence.</p>

State Compensatory

Personnel for Granger Elementary School:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Kelly Walton	STAR Teacher	Intervention	1.0 (40% Comp. Ed.)
Laurin Mosty	STAR Teacher	Intervention	1.0 (40% Comp. Ed.)

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)