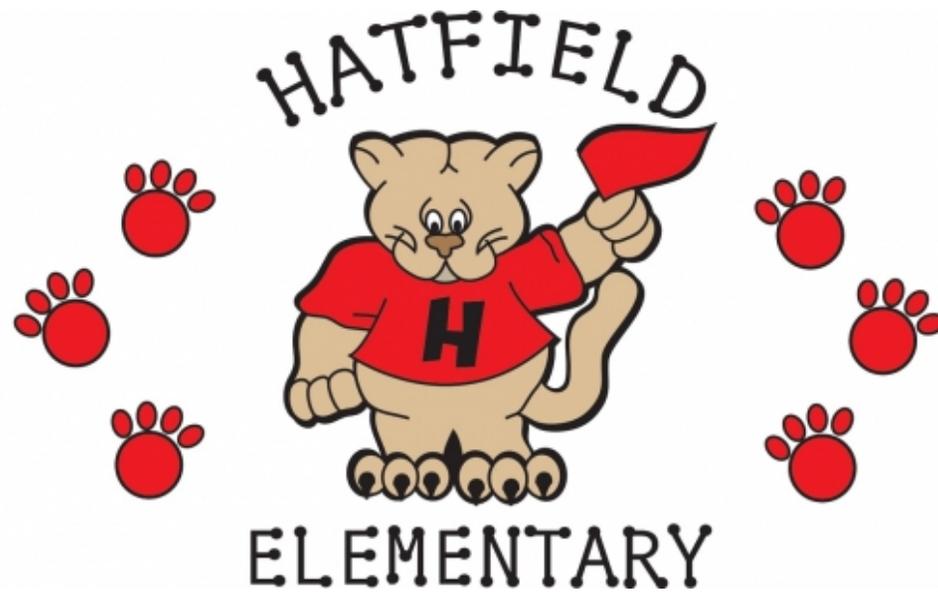


Northwest Independent School District
Hatfield Elementary School
2018-2019 Campus Improvement Plan



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.

W.R. Hatfield Elementary School Vision

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

W.R. Hatfield Elementary School Mission

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

Comprehensive Needs Assessment

Demographics

Demographics Summary

Hatfield is a Kindergarten-5th grade campus, home to 355 students. We serve 3 special education programs, PACEE (program for students with limited verbal communication), SEAC, and AIM (both programs for students building emotional and behavioral skills).

There are 48 staff members at Hatfield - 30 are teachers. Teachers include classroom teachers, PE, Music, Art, Reading Recovery, Reading Specialists, Gifted and Talented, and Special Education

Hatfield has a PTA and Watch DOG program. A local church provides snack packs for economically disadvantaged students.

According to 2015-16 TAPR data, our campus population consists of:

- 8% African American
- 27% Hispanic
- 61% White
- 1% Asian
- 3% Two or More Races
- 33% Economically Disadvantaged
- 8% English Language Learners
- 13% Special Education
- 10% Mobility Rate

Demographics Strengths

Hatfield has a diverse student population. Our PTA supports campus educational goals by sponsoring events for teachers, students and staff. Our WatchDOGS program provides a male presence on campus throughout the year. We have recently entered into an Adopt-a-School relationship with a nearby Marriott.

The Hatfield teaching staff is experienced and strong. We have just two new teachers on campus; one is a fourth grade teacher who comes to us with many years experience in Arizona, while the other is a reading interventionist returning to Northwest ISD after several years in

Colorado.

Hatfield students continue to be recognized for outstanding character displayed at school through Cougar Coins, written by teachers, staff, and peers. Students participate in Service Learning Projects, such as collecting and delivering over 1000 snacks and letters of appreciation for local police and fire stations. Students participate in the 21 Day Kindness Challenge where acts of kindness are emphasized and encouraged to build upon our culture of kindness over bullying.

School pride is evident in staff and parent surveys and through the implementation of our school-wide behavior aspiration, PAWS - Practice Responsibility, Act Respectfully, Wise Choices, Safety Matters. Our students participate in a variety of UIL contests and Destination Imagination teams, coached by parents.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Community engagement with the school has dwindled. **Root Cause:** Communication with the community has not been proactive, so community members are not always aware of opportunities to be involved in the life of our school.

Student Academic Achievement

Student Academic Achievement Summary

Generally speaking, Hatfield students perform below the NISD average on DRA2 and STAAR. In the 2017-2018 school year, first graders showed significant progress in reading achievement, with a 30% increase in the number of students reading "on-level" from MOY to EOY. This improvement resulted in the campus' district ranking to increase from #16 to #7. Fifth graders also demonstrated success on all three STAAR tests, with 90%+ achieving "Accomplished", 60%" achieving "Met" and 30%" achieving "Masters." Fifth grade students who receive special education services also made great strides in STAAR performance.

On the other end of the spectrum, students performed below expectations on third grade reading (77% pass rate), third grade math (67%), fourth grade reading (71%), and fourth grade writing (53%).

	Kinder				First				Second			
	All	ECD	ELL	Sped	All	ECD	ELL	Sped	All	ECD	ELL	Sped
Hatfield	79	64	88	0	82	63	75	33	68	57	46	46
District	87	73	67	59	84	68	68	48	82	70	68	44
RANK	16				7				17			

	All	ECD	ELL	Sped
3R	77	68	44	50
3M	67	54	22	33
4R	71	47	25	29
4M	81	68	38	43
4W	53	28	x	13
5R	92	88	80	86
5M	93	91	80	100
5S	94	94	80	86

Student Academic Achievement Strengths

Our campus excels in providing in-class and Tier 3 interventions to struggling students, particularly in the primary grades. Grade level teachers also have begun to embrace the co-teaching model. Our fifth grade team and their colleagues in the special education department have made great strides in increasing student achievement, especially among students who receive special education services.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: Hatfield students are not achieving to their full potential on DRA2 and STAAR. **Root Cause:** Students have not been exposed to sufficiently rigorous, relevant, engaging instruction that fosters internal motivation.

School Processes & Programs

School Processes & Programs Summary

Hatfield provides Reading Recovery and intervention support for struggling readers. All students utilize Lexia and ImagineMath, online programs tailored to meet and track individual student needs. Our Special Education teachers continue to push in/co-teach to support our sub-pops. Teachers utilize our district ELA and Math coaches to support instructional planning. Most grade-level teachers work collaboratively through our PLC process to identify struggling students by TEK and then provide targeted small-group interventions for groups of students.

We provide enrichment classes for our Gifted/Talented students as well as pull-out enrichment for other high-achieving students. Students also have opportunities to extend their learning through UIL, Destination Imagination, and Young Mathematicians.

School Processes & Programs Strengths

Hatfield students solve complex problems each day during Problem Solving Block. Teachers have taken the initiative to tailor the PSB to their students' needs rather than always following the district-provided problems.

Teachers also work collaboratively with instructional coaches to design impactful learning experiences.

Students have used Lexia and ImagineMath with fidelity.

General education and special education teachers co-teach 4th and 5th grade math.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: PLCs are not being fully leveraged in every grade level to impact student achievement. **Root Cause:** Lack of a structure that holds grade levels accountable for PLC implementation.

Problem Statement 2: The campus is not fully utilizing available community resources to impact student achievement. **Root Cause:** Lack of community member interest in/knowledge of opportunities to become involved.

Perceptions

Perceptions Summary

Hatfield Elementary is a caring, family community. Our students do a great job of living out and honoring our "We're All Wonders" theme. Staff members support each other and work hard to educate the whole child. We have implemented Morning Meeting with full fidelity in an effort to emphasize social-emotional learning, and we have added Friday afternoon, multi-age Closing Circles this year. We have also returned to holding a weekly all-school assembly on Monday mornings where we celebrate birthdays, welcome new students, discuss the character trait of the month, and honor Cougars with Character on a grade-level basis. We are striving to instill a self-management philosophy of PAWS - Practice Responsibility, Act Respectfully, Wise Choices, Safety Matters.

Perceptions Strengths

Hatfield continues to build a culture based on kindness and acceptance. We have re-branded our grade-level character awards as "Cougars with Character" to more closely tie our student honors to the character traits we are emphasizing. During each six weeks (starting with the second grading period), each grade level will honor two students per classroom who have lived out the focus character trait. These students will be recognized during the Monday assembly and will also receive a Cougar with Character yard sign.

Our Closing Circles will also strengthen our campus' culture. The multi-age format gives older students a chance to model desired behavior and provides our younger students with a model to aspire to.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: The community is not as involved in creating our school culture as it could be. **Root Cause:** Lack of opportunity for community members to be connected to our school.

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

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- Accountability Distinction Designations
- 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
- Local diagnostic reading assessment data

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,
- Special education population, including performance, discipline, progress, and participation data
- Section 504 data
- Gifted and talented data
- Response to Intervention (RtI) student achievement data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data

Employee Data

- Professional learning communities (PLC) data

- Staff surveys and/or other feedback
- T-TESS

Parent/Community Data

- Parent surveys and/or other feedback

Goals

Revised/Approved: May 29, 2018

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

Performance Objective 1: Increase the percentage of students achieving Mastery performance on STAAR (3-5) or DRA (K-3) by 15% at the cohort level.

Evaluation Data Source(s) 1: Measures may include:
 % of students in K-2 Reading and Writing on grade level
 3-5 STAAR reading and math; mastery level
 4 STAAR writing

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Dec	Feb	Apr
1) Grade-level teams will engage in weekly, purposeful Professional Learning Communities focused on teacher practice, student work, and achievement data.	Principal, AP	Strong sense of collective efficacy within grade levels				
	PLC agendas/journals	Increased awareness of individual student achievement gaps Strengthen teacher's craft				
	Problem Statements: Student Academic Achievement 1 - School Processes & Programs 1					
2) K-2 teachers will increase use of phonics resources and lead a minimum of eight small group guided reading lessons per week to develop more advanced decoding skills.	Principal, AP, team leaders	Increased percentage of K-2 students meeting or exceeding EOY DRA expectations				
	Classroom walkthroughs, guided reading notebooks					
	Problem Statements: Student Academic Achievement 1					

3) Create a campus culture that encourages and celebrates excellence through a standard goal-setting process	Spot checks of students across grade levels Principal, AP, Counselor	100% of students involved in academic goal-setting Students will be able to discuss their goals and how goal-setting has helped them achieve success				
4) Implement Parents as Interventionists in the Classroom (PIC) program to work with struggling K-2 readers.	Principal, AP, interventionists	Increased percentage of K-2 students meeting or exceeding EOY DRA expectations Parent survey will show an improvement in community engagement				
Problem Statements: Demographics 1 - Student Academic Achievement 1 - School Processes & Programs 2						



Performance Objective 1 Problem Statements:

Demographics	
Problem Statement 1: Community engagement with the school has dwindled. Root Cause 1: Communication with the community has not been proactive, so community members are not always aware of opportunities to be involved in the life of our school.	
Student Academic Achievement	
Problem Statement 1: Hatfield students are not achieving to their full potential on DRA2 and STAAR. Root Cause 1: Students have not been exposed to sufficiently rigorous, relevant, engaging instruction that fosters internal motivation.	
School Processes & Programs	
Problem Statement 1: PLCs are not being fully leveraged in every grade level to impact student achievement. Root Cause 1: Lack of a structure that holds grade levels accountable for PLC implementation.	
Problem Statement 2: The campus is not fully utilizing available community resources to impact student achievement. Root Cause 2: Lack of community member interest in/knowledge of opportunities to become involved.	

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

Performance Objective 1: Teachers will work collaboratively to improve their professional practice and collective efficacy.

Evaluation Data Source(s) 1: EOY staff survey, rigor/relevance/engagement rubrics

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Dec	Feb	Apr
1) Work with ILT and curriculum coaches to develop a Professional Learning Plan that provides teachers with the strategies and skills needed to design high-impact lessons	Principal, AP, team leaders	Higher degree of rigor in classroom tasks Improved mastery performance on EOY assessments				
	Professional Learning sign-in sheets Classroom walkthroughs using rubrics					
Problem Statements: Student Academic Achievement 1						
2) Create a process in which teachers have opportunities to regularly and purposefully observe their peers.	Principal, AP, team leaders	Increased morale and cohesiveness among staff Increased rigor/relevance/engagement in daily lessons				
	Reflection logs					
Problem Statements: Student Academic Achievement 1						
3) Staff will engage in a book study this spring.	EOY survey	Increased morale and cohesiveness among staff				
Problem Statements: Student Academic Achievement 1						
						

Performance Objective 1 Problem Statements:

Student Academic Achievement
Problem Statement 1: Hatfield students are not achieving to their full potential on DRA2 and STAAR. Root Cause 1: Students have not been exposed to sufficiently rigorous, relevant, engaging instruction that fosters internal motivation.

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: Hatfield will provide effective and intentional weekly communication to parents/community (website, e-mail, messenger, facebook)

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Dec	Feb	Apr
1) Grade levels will distribute weekly family newsletters	Principal, AP	Increased engagement/ attendance for campus events.				
Problem Statements: Demographics 1 - School Processes & Programs 2 - Perceptions 1						
2) Bi-weekly family newsletter from Principal	Principal	Increased engagement/ attendance for campus events.				
Problem Statements: Demographics 1 - School Processes & Programs 2 - Perceptions 1						
3) All events will be publicized via website (minimum two weeks prior), Facebook (minimum one week prior), and text or voice blast (two days prior)	Principal, AP, CTL	Increased engagement/ attendance for campus events.				
Problem Statements: Demographics 1 - Perceptions 1						
						

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Community engagement with the school has dwindled. Root Cause 1: Communication with the community has not been proactive, so community members are not always aware of opportunities to be involved in the life of our school.
School Processes & Programs
Problem Statement 2: The campus is not fully utilizing available community resources to impact student achievement. Root Cause 2: Lack of community member interest in/knowledge of opportunities to become involved.
Perceptions
Problem Statement 1: The community is not as involved in creating our school culture as it could be. Root Cause 1: Lack of opportunity for community members to be connected to our school.

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: Hatfield will increase parent and community engagement through increased attendance at campus events, increased opportunities for community volunteers, and improved communication.

Evaluation Data Source(s) 2:

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Dec	Feb	Apr
1) Additional focus placed on developing effective WatchDOGS program	Counselor	Minimum one WatchDOG per week on campus				
	Problem Statements: Demographics 1 - School Processes & Programs 2 - Perceptions 1					
2) Implementation of Parents as Interventionists in the Classroom program	Principal	Minimum of four adults enrolled				
	Problem Statements: Demographics 1 - Student Academic Achievement 1 - School Processes & Programs 2 - Perceptions 1					
						

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: Community engagement with the school has dwindled. Root Cause 1: Communication with the community has not been proactive, so community members are not always aware of opportunities to be involved in the life of our school.
Student Academic Achievement
Problem Statement 1: Hatfield students are not achieving to their full potential on DRA2 and STAAR. Root Cause 1: Students have not been exposed to sufficiently rigorous, relevant, engaging instruction that fosters internal motivation.
School Processes & Programs
Problem Statement 2: The campus is not fully utilizing available community resources to impact student achievement. Root Cause 2: Lack of community member interest in/knowledge of opportunities to become involved.
Perceptions
Problem Statement 1: The community is not as involved in creating our school culture as it could be. Root Cause 1: Lack of opportunity for community members to be connected to our school.

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

The following have been identified as demographic strengths:

- In order to support at-risk students, Hatfield is staffed with a Reading Recovery teacher and two Interventionists. Reading Recovery teachers struggling first grade readers with explicit literacy instruction aligned with the Reading Recovery program. Interventionists support students with Dyslexia, English Language Learners, and Tier 2 and 3 students. Interventionists also engage in PLC meetings to help design responsive instruction using student achievement data.
- A comprehensive mentor program is in place to ensure that all first and second year teachers are provided the support they need to effectively lead their classrooms. Teachers who are new to NISD, but have 2 or more years of experience are provided with a "buddy" teacher to assist in their transition.
- Hatfield continues to boast a diverse population despite recent district rezoning that significantly reduced the overall student enrollment: White (68.5%), Hispanic (15.5%), African American (8.0%), Asian (5.0%), Two + (3.0%), ELL (7.5%), Economically Disadvantaged (23.5%), Special Education (14.7%).

The following have been identified as demographic priorities:

- Improve attendance rates.
- Increase teacher knowledge of and capacity to respond to diverse needs of students.

The following have been identified as strengths in the area of Student Academic Achievement:

- The campus is in good standing with the state according to current accountability measures.
- The campus literacy data as measured by DRA2 indicates significant growth in first and third grade reading achievement from 2017 levels: first (70% to 82%), third (67% to 73%).
- The campus piloted Lexia, a code-based reading intervention tool during the 2017 - 2018 school year. This resource helped identify skill deficits and provided targeted intervention for all students.
- The campus STAAR results indicate significant growth in third grade reading and all three fifth grade assessments: 3R (70% to 77%), 5R (89% to 92%), 5M (89% to 93%), 5S (85% to 94%)
- The campus STAAR results indicate significant growth in two subpopulations on the third grade reading assessment: Hispanic (59% to 70%),

Economically Disadvantaged (56% to 68%)

The following have been identified as Student Academic Achievement Priorities:

- Increase percentage of students reading and writing on grade level.
- Close achievement gaps in all student groups.
- Improve student performance on all STAAR assessments.

The following have been identified as strengths in the area of School Processes and Programs:

- Opportunities for student participation in extra-curricular programs has increased. Programs added include Leadership Club and Young Mathematicians Competition.
- The campus has instituted a weekly all-school assembly each Monday morning and Closing Circles on Friday afternoons.
- The master schedule for Hatfield provides for maximum use of available instructional time.
- The teaching staff for the 2018 - 2019 school year includes no first year teachers and 2 new experienced teachers.
- One of our teachers serves on the Phonics Committee and one serves on the OLC Committee.
- Three teachers are participating in the NISD Teacher Leader Institute.
- All professional staff are highly qualified, and all professional staff and paraprofessionals are involved in professional development opportunities designed to meet the needs of our student population.
- Campus leadership teams have been reorganized, and are focused on developing and implementing systems and structures for collaborative problem solving and shared decision making.
- The campus is implementing The 4 Disciplines of Execution as a goal setting continuum during the 2018 - 2019 school year.

the following have been identified as priorities in the area of School Processes and Programs:

- Improve teacher self and collective efficacy through professional development and PLCs.
- Continue to build campus staff and student mentor program.
- Continue to implement the 4 Disciplines of Execution as a goal setting framework to support student academic and social-emotional learning success.

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

Principal - Jim Mahler

Assitant Principal - Shawnda Tweedie

Counselor - Susan Malo

Instructional Leaderhsip Team:

- Leah Merryfield, Kindergarten
- Wendy Branson, 1st Grade
- Kristin Daugherty, 2nd Grade
- Ashley Marshall, 3rd Grade
- Rhonda Riley, 4th Grade
- Annie Mitchell, 5th Grade
- Meloni Kokoron, Interventionist
- Debra Nesbitt, Specials
- Tracey Allred, Special Education

2.2: Regular monitoring and revision

September 2018 - Title I Parent Meeting

October 2018 - Formative Plan Review

December 2018 - Formative Plan Review

February 2019 - Formative Plan Review

April 2019 - Summative Plan Review

2.3: Available to parents and community in an understandable format and language

The Campus Improvement Plan and the required components for a Title I campus will be available on the campus website. In addition, parents are provided an opportunity to learn more about the campus Title I status and the Campus Improvement Plan at the required annual Title I Parent Training and Curriculum

Night event.

2.4: Opportunities for all children to meet State standards

Students will have opportunities during the school day to receive accelerated instruction (Tier 2-3 intervention in class or in small group pull out, mentoring with Northwest HS PALS, adult mentors, and Watch DOGS) based on academic progress. Teachers will follow individualized student plans with accommodations to ensure students are receiving instruction in ways that they learn best. An opportunity for intervention will be built into the campus master schedule.

2.5: Increased learning time and well-rounded education

Administrative team will protect instructional minutes by evaluating programs that occur during the instructional day. Hatfield students will have opportunities beyond the classroom to sharpen skills needed for 21st century learning (Destination Imagination, Ultimate Book Challenge, Choir, Leadership Club, etc.).

2.6: Address needs of all students, particularly at-risk

Hatfield staff will partner with appropriate community organizations to provide resources for families as the needs arise.

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

The Hatfield Family Engagement Policy and Parent Involvement Compact are presented at the required, annual Title I Parent Training and Curriculum Night Event. They are also made available on the campus website.

3.2: Offer flexible number of parent involvement meetings

Administrators and teachers will use a variety of tools (newsletters, social media, email, Thursday folders, robo. calls) to communicate special events with parents.

Parent and community events will provide opportunities for students to lead and showcase their talents.

The administration will increase the number of parent newsletters from two to a minimum of three per grading period.

Campus administrators will participate in parent forums four times per year, via our Coffee and Conversation format. This will provide expanded opportunities for parents to engage with the school without necessarily having to be present at the school.

Annual Title I Parent Meeting will be held in conjunction with Curriculum Night to increase opportunities for parent engagement.

Title I Schoolwide Element Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
HENDERSHOTT, CYNTHIA	Campus Intervention Teacher	Title 1	1