

Northwest Independent School District

Justin Elementary School

2018-2019 Campus Improvement Plan

Accountability Rating: Met Standard

Distinction Designations:

Academic Achievement in Science

Top 25 Percent: Comparative Academic Growth

Top 25 Percent: Comparative Closing the Gaps



Mission Statement

Justin Elementary, in partnership with parents and community,
will prepare students to voice their strengths,
apply future ready skills,
set and achieve goals,
and meet or exceed grade level expectations.

Vision

Justin Elementary empowers
learners and leaders to positively impact the world.

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.

Comprehensive Needs Assessment

Demographics

Demographics Summary

Justin Elementary is located in an area where growth is happening throughout the community. Our campus serves students in Pk-5th grade with a PPCD program. In the past Justin Elementary has been a Title I school. This year is our first year to not be a Title 1 campus. Our school currently serves 637 students. We have 22 students in our PPCD program with 1 teacher and 2 aids and 25 students in PK with 1 teacher and 1 aid. Our Kinder pod has 5 teachers with 88 students, 1st grade has 4 teachers with 84 students, 2nd grade has 5 teachers with 101 students, 3rd grade has 4 teachers with 92 students, 4th grade with 5 teachers with 106 students and 5th grade has 5 teachers with 111 students. Our demographics include:

LEP = 8%

ESL = 7%

GT = 8%

Sped = 13%

504 = 7%

At Risk = 29%

Econ. Disadvantage. = 33%

Based on campus needs, our staff makes adjustments every year. This year our staff consists of 30 classroom teachers, 3 Specials teachers, 1 Gates teacher, 3 Special Education Teachers, 1 Reading Recovery, 1 Take Flight Dyslexia, 1 Interventionist and 5 paraprofessionals. In addition, we have 1 principal, 1 assistant principal, 1 office manager, 1 counselor, 1 nurse, 2 paraprofessionals serving as office receptionist and attendance clerk. Our support staff is shared between other schools that include diagnostician, speech, behavior interventionist, OT, PT and LSSP. We have a highly qualified professional staff.

The retention rate for teachers at Justin Elementary has been very consistent over the past several years. New staff that is added is due to promotion, retirement or relocation of spouse/family. Our Organizational Health Survey (OHI) scores show that the area of innovation and autonomy are high for teachers. Teachers feel they have the freedom to fulfill their roles and responsibilities. Teachers have the ability to be inventive, creative and take risk. With a campus focus on building collective efficacy, student achievement has been directly impacted.

Justin Elementary takes great pride in our Character Education with each week being a focus and recognition of students of the desired character trait. Our school has a Behavior Committee that utilizes the PBIS approach that focuses on positive behavior management. Our office referrals and classroom discipline have greatly decreased with this approach in combination with Morning Meetings. Teachers, students and staff have embraced this valuable time with kids every morning to meet the social-emotional needs.

Our campus recognize the important component of family involvement and communication. Justin Elementary has had successful family learning nights, which consist of Family Math night at the local grocery store and Family Camp Read A-lot. In addition, we have Mentoring Moms that work with our fragile students with academics and/or social-emotional needs. Justin Elementary PTA won the "PTA National School of Excellence!"

Demographics Strengths

- To support the needs of our Special Education population in our school for 4th and 5th ELA, we utilize the Co-Teach model. Kris Kelly was used to support our Special Education and classroom teachers with the implementation of the co-teach model. STAAR scores for students under Special Education increased 15% in Reading, 33% in Math, and 34% in Science.
- The Interventionists and Reading Recovery teacher work with classroom teachers with planning to address the needs of our English Language Learners. The Reading Recovery teacher and Interventionist provide push-in services to address ELL accommodations within the classroom. STAAR scores for LEP students had a 17% increase in Reading and 24% increase in Math.
- The At-Risk students are supported through RTI. RTI committee meet weekly to provide interventions plans and goals. STAAR scores for Economically Disadvantaged students had an 11% increase in Reading, 20% increase in Math, and 38% increase in Science.
- The Attendance Committee quickly responds to students who are absent or tardy. Phone calls are made home by attendance clerk, Administrators and teachers. Teachers send friendly emails to parents when their child is absent for that school that day. Attendance Rate for 2016-17 was 96%
- Justin Elementary Behavior Committee developed a campus-wide 5 Star Expectations. Common areas are addressed with the desired behavior and are introduced and reinforce during Morning Meetings. Office referrals and classroom management behaviors are decreasing.

Office Referrals decreased with use of 5 Star Expectations developed by the Campus Behavior Committee

Problem Statements Identifying Demographics Needs

Problem Statement 1: Despite some gains in academic success, achievement gaps still exist within the Special Education subgroup. **Root Cause:** SPED students are identified too late which can lead to achievement gaps.

Problem Statement 2: Achievement gaps are evident among some students that have English as their second language. **Root Cause:** Since Spanish may be the primary language spoken at home, teachers need to use vocabulary supports and TELPAS scores to set goals with students.

Student Academic Achievement

Student Academic Achievement Summary

The overall A-F rating: Justin Elementary was a 91 = A.

Campus	OVERALL		Domain I Student Achievement		Domain II - A Academic Growth		Domain II - B Relative Performance		Domain III Closing the Gaps	
	Grade/Rating	Score	Grade/Rating	Score	Grade/Rating	Score	Grade/Rating	Score	Grade/Rating	Score
Northwest ISD	A	91	A	90	B	85	C	75	A	94
Justin	Met Standard	91	Met Standard	83	Met Standard	89	Met Standard	69	Met Standard	96

****Justin Elementary received 3 Academic Distinctions!! Distinctions were in the areas of Science, Academic Growth and Closing Gaps**

NISD 2017-18 Academic Distinctions

Campus	ELA/Rdg Math	Science	Social Studies	Comp Academic Growth	Closing Gaps	Post Secondary Readiness
Justin ES		Yes		Yes	Yes	

STAAR Scores: This chart shows the STAAR scores for each reading and math in each grade level compared the the previous year.

3rd Grade Reading		Approaches	Meets	Masters
Tied 10th	2018	84	55	36
	2017	77	40	30
		+7	+15	+6

3rd Grade Math		Approaches	Meets	Masters
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Tied 7th	2018	82	46	25
	2017	67	32	16
		+15	+14	+9

4th Grade Reading

		Approaches	Meets	Masters
11th	2018	77	55	25
	2017	73	45	26
		+4	+10	-1

4th Grade Math

		Approaches	Meets	Masters
Tied 7th	2018	81	63	35
	2017	72	46	26
		+9	+17	+9

4th Grade Writing

		Approaches	Meets	Masters
Tied 11th	2018	64	42	9
	2017	48	26	10
		+16	+16	-1

5th Grade Reading

		Approaches	Meets	Masters
	2018	89		
	2017	87		
		2		

5th Grade Math

		Approaches	Meets	Masters
	2018	94		
	2017			

		5th Grade Science		
		Approaches	Meets	Masters
12th	2018	84	54	25
	2017	71	37	7
		+13	+17	+15

DRA Results : The data for this derived from Edugence Data that shows K-2 students who made a year's growth and met the EOY Standard for the grade level. There is a slight increase from Kinder to 1st student who met EOY Standard. There is a significant decrease in student in 1st to 2nd to met EOY Standard.

DRA 2017-18	Yrs. Growth %	EOY Standard %
Kinder	91.30%	89.30%
1st	96.20%	90.80%
2nd	86.40%	81.30%

Student Academic Achievement Strengths

- Short-Cycle Assessments are used to guided targeted instruction for small groups and are formative assessments that provide data to teachers reflect on their teaching and make adjustments to instruction.
- Implementation of Co-Teach by Special Education and Push-in support by the Interventionists, provides our PBMAS students with targeted skills addressed and language support.
- Social-emotional learning needs are being addressed through Morning Meetings and our 5 Star Expectations
- Emphasis on student goal-setting in all content areas
- Common staff belief in building student self-efficacy through Morning Meeting and goal-setting

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: Writing scores are lowest out of all content areas. **Root Cause:** Phonics and grammar instruction has not been expected and/or taught with fidelity.

Problem Statement 2: Masters scores are the lowest in 3rd -5th Reading. **Root Cause:** Tasks to do about reading take priority over the joy of reading.

School Processes & Programs

School Processes & Programs Summary

At Justin Elementary, we have Reading Recovery, Dyslexia Specialist (Take Flight Program), an additional Special Education (3 teachers), PPCD and PK. Our campus is utilizing Lexia, Imagine Math and Education Galaxy for the second year. These online programs are tailored to meet and track individual students needs. Our Special Education and Interventionist will continue to push in/co-teach to support our sub-pops. Teachers utilize our district ELA and Math coaches to support planning an instruction. Justin Elementary was selected as a focus school for Writing Units of Study (WUoS). Six teachers received training from the Teacher's College this summer on the implementation of Writing Units of Study (WUoS). Intentional instruction for phonics will be taught K-2 using Phonics Lessons from Fountas and Pinnell.

Our campus has embraced the "Whole Child" concept. There are a variety of activities for students to participate in that support the academic, social and emotional development of students. At Justin we offer clubs during and after school. All students participate in clubs offered once a month during the school day. There is a large number of students who participate in our after school clubs; Choir, Running Club, Morning Pacers, Green Team, UIL and Ultimate Book Challenge. Students are recognized for their academic and behavior during the Friday school-wide assemblies. Classroom teachers have Morning Meetings every day with their class. Other staff members join in on classroom Morning Meetings.

Based on OHI data, we have redesigned teams or committees by offering volunteer participation an allow teachers to bring issues or topics to the group to discuss and problem solve. We want to develop our school's problem solving adequacy and communication.

We have teachers involved with leadership opportunities from Grade Level Team leads, curriculum writers, Mentor Coordinator, Mentor teacher, Teacher-Leader Institute, Ambassador Academy, LEAP, LEAD and DEIC.

Systems are in place for teachers to PLC every Tuesday, plan with the grade level, conduct RTI, 504 and ARD meetings. There is time built in to the monthly schedule for committees to meet, teacher input student progress monitoring data for RTI and time for teachers and staff to "Show and Tell" the great teaching and learning that is happening in classrooms. In addition, administrators have a schedule for conducting classroom walkthroughs with teacher feedback and reflection questions based on the student learning.

School Processes & Programs Strengths

Justin Elementary has an Attendance committee and Behavior committee to promote students being in the classroom. Our staff utilizes a positive behavior system to address behavior. The Behavior team developed our campus-wide 5 Star Expectation that is used for common language among the building.

We follow the Writing Units of Study (WUoS) and Reading Units of Study (RUoS) from Lucy Calkins and Fountas and Pinnell for our Phonics. Teachers utilize the data from the online resource of Lexia to develop targeted instruction for small groups and tutoring. District ELA Coach supports grade level teachers in the planning, conduct professional development and walk throughs for teachers to improve their craft. Our math curriculum is supported by our

District Math Coach by conducting "Lunch and Learn," grade level planning and classroom walk throughs. All teachers have a balanced literacy approach for the workshop model in ELA and math.

The administrators have scheduled grade levels they support each month. They attend their designated grade levels' planning, PLC and conduct those teachers' walkthroughs with feedback. This feedback is given through a Google form. There are reflective questions for teachers to respond to about the impact of their instruction to student learning.

Our RTI team redesigned the RTI structure based off the Senate Bill 1153. Every RTI member has a responsibility in developing goals, creating the intervention plan and a part of the implementation of the plan.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Thoroughness of communication about our school procedures **Root Cause:** Influx of new families and staff members to the Justin Elementary community

Problem Statement 2: Inconsistent impact the exposures to Morning Meetings and the effectiveness of the instruction. **Root Cause:** Attendance and tardies for a small percentage of students

Perceptions

Perceptions Summary

Justin Elementary has a culture of family. Staff, students and parents are generous, show gratitude, and take care of each other. All classrooms have Morning Meetings from 7:40-8:00am. Monday through Thursday. One of the TRRFCC (Trustworthy, Respect, Responsibility, Fairness, Caring, Citizenship) character traits is introduced each "Trait" Tuesday. "Word it Out" Wednesday is for classmates to learn

Staff and parents believe in "whole child" approach. Along with Morning Meetings, teachers are committed to a social-emotional learning environment with weekly visits to the Maker Space to stretch student's creativity and problem solving. Our outside garden and covered pavilion area is a relaxing place to read and invites inquiry and sensory learning with plants, insects, and chickens.

Our parents, high school volunteers, and community partners serve as Mentoring Moms, PALS and Watchdog Dads that work to support students academically and the social-emotionally. Our teachers design one Family Learning Night each semester to engage parents and students in all content areas and technology.

This year our theme is GRIT -Goals Require Inner Toughness, because some students would give up when the work was challenging. Teachers noticed that some students lacked ownership in their work and weren't aware of their current level of performance compared to the grade level expectation.

Perceptions Strengths

At Justin Elementary we believe parental involvement. We provide communication through phone call, email, Justin Elementary Family Facebook page, JES twitter and school website. We encourage parents and families to volunteer by being part of the PTA, Watch Dogs, Mentoring Moms, etc. Our school takes pride in creating a welcoming environment for our volunteers, family and Guest Educators.

We support the social-emotional needs of our students. Students receive Kick It Up tickets for positive actions and weekly recognition on Fridays during assemblies for students who display the focus character trait of the week. Teachers utilize Kelso's Choice and Morning Meetings to teach students how to solve their own problems. In additions, we follow the School + 2 initiative. Justin offers clubs for all students once a month during the school day. Students get to have choice in the club they are interested in. We also offer after school clubs. Our after school clubs has a large number of participants.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Some students give up when the work is challenging. **Root Cause:** Students need models of risk-taking, failing first, and perseverance.

Problem Statement 2: Some students do not like reading/writing and lack ownership in their work. **Root Cause:** Reading and writing tasks were formulaic and lacked student choice.

Problem Statement 3: Some students produce low level work. **Root Cause:** Students, teachers, and parents aren't aware of their current level of performance compared to the grade level expectation.

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

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- 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 Released Test Questions
- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Local benchmark or common assessments data
- Student failure and/or retention rates
- Running Records results
- Observation Survey results
- Prekindergarten Self-Assessment Tool

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each group
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data,

- Special education population, including performance, discipline, progress, and participation data
- 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
- Response to Intervention (RtI) student achievement data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- 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

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

Goals

Revised/Approved: May 29, 2018

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

Performance Objective 1: Justin Elementary will have 90% students reading and writing on or above grade level.

Evaluation Data Source(s) 1: Guided Reading/Book Clubs

Writing Conferences

Student journals and writing folders

PreK - EOY Kinder Readiness Assessment

EOY DRA2, grades K-3





EOY Writing Units of Study (WUoS) Pathways rubrics for On Demand Writing

3-5 STAAR reading; Approaches Level

Lexia Level

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Dec	Feb	Apr
1) Implementation of Writing Units of Study and Reading Units of Study with fidelity as a Focus Campus	ELA Teachers, Dist. ELA coach, Assistant Principal, Principal	Increased student engagement and ownership in reading and writing Improved fluency and TEKS mastery Increase in listening, speaking, reading, and writing on TELPAS				
Problem Statements: Student Academic Achievement 1 - Perceptions 2						

2) Design collaborative learning tasks, involving word study and academic vocabulary development	Classroom Teachers, Specials Teachers, Librarian Interventionist, GATES Teacher, Sped Teachers, Assistant Principal, Principal	Improved fluency in reading and writing Deeper comprehension of what students read in all content areas Increased usage of academic vocabulary in verbal and written communication				
Problem Statements: Student Academic Achievement 1 - Perceptions 3						
3) PLC protocols to align teacher practice, evaluate student work, and guide next steps for instruction	Classroom teachers, interventionists, Librarian, GT teacher, SPED teachers, Assistant Principal, Principal	Target achievement gaps between classes and among students Strengthen teacher's craft/pedagogy Build collective efficacy within the grade level				
Problem Statements: Demographics 1, 2 - Perceptions 3						
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue						

Performance Objective 1 Problem Statements:

Demographics	
Problem Statement 1: Despite some gains in academic success, achievement gaps still exist within the Special Education subgroup.	Root Cause 1: SPED students are identified too late which can lead to achievement gaps.
Problem Statement 2: Achievement gaps are evident among some students that have English as their second language.	Root Cause 2: Since Spanish may be the primary language spoken at home, teachers need to use vocabulary supports and TELPAS scores to set goals with students.
Student Academic Achievement	
Problem Statement 1: Writing scores are lowest out of all content areas.	Root Cause 1: Phonics and grammar instruction has not been expected and/or taught with fidelity.
Perceptions	
Problem Statement 2: Some students do not like reading/writing and lack ownership in their work.	Root Cause 2: Reading and writing tasks were formulaic and lacked student choice.
Problem Statement 3: Some students produce low level work.	Root Cause 3: Students, teachers, and parents aren't aware of their current level of performance compared to the grade level expectation.

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

Performance Objective 2: Students will increase the mastery level performance by 10% for each STAAR assessment in reaching "Masters Grade Level Performance."

Evaluation Data Source(s) 2: Guided Reading/Books Clubs

Writing Conferences

Pathways Writing Units of Study (WUoS) rubrics

Classroom formative assessments

District CBA

Origo Module Tests


STAAR 3-5

Lexia

Imagine Math

Education Galaxy

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Dec	Feb	Apr
1) Accelerate student learning by differentiating for students using math pre-tests and writing Pathways rubrics	Classroom teachers, GT Teachers, Librarian, District Coaches, Assistant Principal, Principal	Teacher's knowledge of student progress.				
		Meaningful learning experiences for students who have already mastered the material				
Problem Statements: Student Academic Achievement 2 - Perceptions 3						
2) Planning with the ICLE Relevance rubric to design more complex and purposeful learning tasks	Classroom teachers, Librarian, Assistant Principal, Principal	More rigorous lessons				
		Increase in student engagement				
Problem Statements: Student Academic Achievement 2 - Perceptions 2, 3						
						

Performance Objective 2 Problem Statements:

Student Academic Achievement

Problem Statement 2: Masters scores are the lowest in 3rd -5th Reading. **Root Cause 2:** Tasks to do about reading take priority over the joy of reading.

Perceptions

Problem Statement 2: Some students do not like reading/writing and lack ownership in their work. **Root Cause 2:** Reading and writing tasks were formulaic and lacked student choice.

Problem Statement 3: Some students produce low level work. **Root Cause 3:** Students, teachers, and parents aren't aware of their current level of performance compared to the grade level expectation.

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


Performance Objective 3: All students will participate in weekly activities to personalize their learning and develop social-emotional skills.

Evaluation Data Source(s) 3: Morning Meetings (Mon-Thursday)

- Problem-based Learning
- Maker Space attendance log
- Clubs- each six weeks during school
- Service Learning Projects
- Garden visits
- After school extra-curricular

Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Dec	Feb	Apr
1) Promote a variety of student clubs inside and outside of the school day in accordance with the School + 2 initiative.	All Staff, Club Committee, Assistant Principal, Principal	Engagement and ownership of learning				
		Strengthen student self-efficacy				
		Improvement in student achievement				
Problem Statements: Demographics 1, 2 - School Processes & Programs 2 - Perceptions 2						
2) Reinforce daily Morning Meetings from 7:40 - 8:00 am daily with TRRFCC each Tuesday.	Classroom teachers, Counselor, Behavior Interventionist, Assistant Principal, Principal	Stronger classroom communities that honor student voice				
		Consistency of habits and behaviors of strong character				
		Positive self-efficacy				
Problem Statements: Demographics 2 - School Processes & Programs 2 - Perceptions 1						
3) RTI Data Entry Meetings once a month using e-STAR and cycle of RtI meetings for Tier 2 and 3 students.	All Staff, RTI Team, Campus Case Managers, District RTI Coordinator, Behavior Interventionist, Assistant Principal, Principal	Teacher awareness of student progress				
		Strengthen of Tier 1 and Tier 2 Interventions				
		TEKS mastery				
		Improved communication with campus interventionists				
Problem Statements: Demographics 1, 2 - Student Academic Achievement 1 - Perceptions 3						

4) Goal setting cycles with students	Classroom Teachers, Intervention Teachers, Counselor, Gates Teacher, Assistant Principal, Principal	Increase in student ownership of learning				
		Increase in self-efficacy				
		Increase in closing achievement gaps				
Problem Statements: Demographics 1, 2 - Perceptions 1, 3						
						

Performance Objective 3 Problem Statements:


Demographics
Problem Statement 1: Despite some gains in academic success, achievement gaps still exist within the Special Education subgroup. Root Cause 1: SPED students are identified too late which can lead to achievement gaps.
Problem Statement 2: Achievement gaps are evident among some students that have English as their second language. Root Cause 2: Since Spanish may be the primary language spoken at home, teachers need to use vocabulary supports and TELPAS scores to set goals with students.
Student Academic Achievement
Problem Statement 1: Writing scores are lowest out of all content areas. Root Cause 1: Phonics and grammar instruction has not been expected and/or taught with fidelity.
School Processes & Programs
Problem Statement 2: Inconsistent impact the exposures to Morning Meetings and the effectiveness of the instruction. Root Cause 2: Attendance and tardies for a small percentage of students
Perceptions
Problem Statement 1: Some students give up when the work is challenging. Root Cause 1: Students need models of risk-taking, failing first, and perseverance.
Problem Statement 2: Some students do not like reading/writing and lack ownership in their work. Root Cause 2: Reading and writing tasks were formulaic and lacked student choice.
Problem Statement 3: Some students produce low level work. Root Cause 3: Students, teachers, and parents aren't aware of their current level of performance compared to the grade level expectation.

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

Performance Objective 4: Students within the Performance-Based Monitoring Analysis System (PBMAS) subgroups will increase academic performance to 70% - yellow zone.

Evaluation Data Source(s) 4: Guided Reading
 Writing Conferences
 Classroom formative assessments
 Writing Units of Study (WUoS) Pathways rubrics
 Origo Module tests
 District CBA
 IEP Goals
 TELPAS
 3-5 STAAR performance

Summative Evaluation 4:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Dec	Feb	Apr
1) Utilize the Co-Teach model with 4th/5th classrooms to target the special education students	Special Education Teachers ELA Classroom Teachers, District Special Education Coach, Assistant Principal, Principal	Improve scores on assessments and close achievement gaps for our special education population				
	Problem Statements: Demographics 1 - Perceptions 3					
2) Provide push-in from the Interventionist to support ELL Students	Interventionist, 4th/5th Classroom teachers, Assistant Principal, Principal	Increase in TELPAS and assessments Increase in ELL progress measure				
	Problem Statements: Demographics 2 - Perceptions 3					
						

Performance Objective 4 Problem Statements:

Demographics

Problem Statement 1: Despite some gains in academic success, achievement gaps still exist within the Special Education subgroup. **Root Cause 1:** SPED students are identified too late which can lead to achievement gaps.

Problem Statement 2: Achievement gaps are evident among some students that have English as their second language. **Root Cause 2:** Since Spanish may be the primary language spoken at home, teachers need to use vocabulary supports and TELPAS scores to set goals with students.

Perceptions

Problem Statement 3: Some students produce low level work. **Root Cause 3:** Students, teachers, and parents aren't aware of their current level of performance compared to the grade level expectation.

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

Performance Objective 1: Provide structures to support teacher collaboration and professional development.

Evaluation Data Source(s) 1: Instructional Leadership Team notes

PLC agendas and teacher input

Google sheet of administrator of walk-throughs

District coach visits (ELA, Math, SpEd, ELL)


ICLE Rubric - Relevance

T-TESS data

SLO - Student Learning Objectives

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Dec	Feb	Apr
1) Administrators support teachers in a cycle of weekly grade-level PLC meetings and lesson planning, followed up with walk-through feedback on the implementation.	Team Leaders, District Coaches, Assistant Principal, Principal	Increase in collective efficacy				
		TEK-driven planning				
		Increase in teacher pedagogy				
Problem Statements: Student Academic Achievement 1, 2 - Perceptions 3						
2) Monthly "Show and Tell" of innovative instructional strategies and technology uses during Thursday professional learning once a month.	Team leaders, Librarian, Campus Technology Coach, Assistant Principal, Principal	Increased knowledge of teacher craft/pedagogy				
		Increase in teacher's self-efficacy				
		Transfer and implementation of new technology usage				
Problem Statements: Demographics 1, 2 - School Processes & Programs 1 - Perceptions 3						
3) Team bonding through common lunch times during "Team Tuesday" and monthly "Staff Bash" to celebrate staff birthdays as a whole campus.	All staff, counselor, Assistant Principal, Principal	Positive impact on staff morale				
		Increased communication as a grade level and as a staff				
Problem Statements: School Processes & Programs 1						

4) Implementation of structure for teachers to visit other classrooms	District ELA/Math coaches, Assistant Principal, Principal	Increase in teacher craft				
		Increase in teacher self-efficacy				
		Increase in student achievement				
Problem Statements: Demographics 1, 2 - Student Academic Achievement 1, 2 - Perceptions 1, 2, 3						
						

Performance Objective 1 Problem Statements:


Demographics	
Problem Statement 1: Despite some gains in academic success, achievement gaps still exist within the Special Education subgroup. Root Cause 1: SPED students are identified too late which can lead to achievement gaps.	
Problem Statement 2: Achievement gaps are evident among some students that have English as their second language. Root Cause 2: Since Spanish may be the primary language spoken at home, teachers need to use vocabulary supports and TELPAS scores to set goals with students.	
Student Academic Achievement	
Problem Statement 1: Writing scores are lowest out of all content areas. Root Cause 1: Phonics and grammar instruction has not been expected and/or taught with fidelity.	
Problem Statement 2: Masters scores are the lowest in 3rd -5th Reading. Root Cause 2: Tasks to do about reading take priority over the joy of reading.	
School Processes & Programs	
Problem Statement 1: Thoroughness of communication about our school procedures Root Cause 1: Influx of new families and staff members to the Justin Elementary community	
Perceptions	
Problem Statement 1: Some students give up when the work is challenging. Root Cause 1: Students need models of risk-taking, failing first, and perseverance.	
Problem Statement 2: Some students do not like reading/writing and lack ownership in their work. Root Cause 2: Reading and writing tasks were formulaic and lacked student choice.	
Problem Statement 3: Some students produce low level work. Root Cause 3: Students, teachers, and parents aren't aware of their current level of performance compared to the grade level expectation.	

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: Justin Elementary will provide meaningful and timely communication to the staff and families.

Evaluation Data Source(s) 1: Feedback and questions from students, teachers, administration, parents, and community members
 Volunteer participation data from Raptor
 Attendance at school events

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Dec	Feb	Apr
1) Public celebrations of student writing at the end of each unit in Lucy Calkins Writing Units of Study.	All Staff, ELA teachers, Assistant Principal, Principal	Increase in student's self-efficacy as a writer Show students relevant audiences for writing Community awareness of the importance of written communication				
			Problem Statements: Demographics 1, 2 - Student Academic Achievement 1 - Perceptions 2			
2) Parent field trips on Instructional Rounds into K-2 and 3-5 classrooms, offered twice a year.	All staff, Assistant Principal, Principal	Increase parent involvement and awareness of academic expectations and rigor Strengthen student ownership and self-efficacy sharing their learning				
			Problem Statements: Perceptions 1, 3			
						

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Despite some gains in academic success, achievement gaps still exist within the Special Education subgroup. Root Cause 1: SPED students are identified too late which can lead to achievement gaps.
Problem Statement 2: Achievement gaps are evident among some students that have English as their second language. Root Cause 2: Since Spanish may be the primary language spoken at home, teachers need to use vocabulary supports and TELPAS scores to set goals with students.

Student Academic Achievement

Problem Statement 1: Writing scores are lowest out of all content areas. **Root Cause 1:** Phonics and grammar instruction has not been expected and/or taught with fidelity.

Perceptions

Problem Statement 1: Some students give up when the work is challenging. **Root Cause 1:** Students need models of risk-taking, failing first, and perseverance.

Problem Statement 2: Some students do not like reading/writing and lack ownership in their work. **Root Cause 2:** Reading and writing tasks were formulaic and lacked student choice.

Problem Statement 3: Some students produce low level work. **Root Cause 3:** Students, teachers, and parents aren't aware of their current level of performance compared to the grade level expectation.

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: Justin Elementary will ensure a safe environment for every student, staff member, and guest on campus.


Evaluation Data Source(s) 2: Safety drill log - Navigate system

Track data from Scenario Drills

Notes from Campus Safety Team

Raptor data

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Dec	Feb	Apr
1) Adding authentic situations to required safety drills and introducing emergency scenarios to the Justin staff for awareness.	Assistant Principal, Principal, Office Staff, Safety Team	Heightened awareness and strategic thinking of safety scenarios				
		Safety from all students, staff and campus visitors				
Problem Statements: School Processes & Programs 1						
2) Reinforce the campus-wide Five Star Behavior Expectations and PBIS supports	Students, Classroom Teachers, District Behavior Interventionist, Counselor, Assistant Principal, Principal	Collective efficacy of TRRFCC Character process				
		Student ownership in regulating behaviors				
		Decrease in office discipline referrals				
Problem Statements: Perceptions 1						
						

Performance Objective 2 Problem Statements:

School Processes & Programs
Problem Statement 1: Thoroughness of communication about our school procedures Root Cause 1: Influx of new families and staff members to the Justin Elementary community
Perceptions
Problem Statement 1: Some students give up when the work is challenging. Root Cause 1: Students need models of risk-taking, failing first, and perseverance.