

Northwest Independent School District
Love 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.

Clara Love Elementary School Mission

Clara Love Elementary is a high-performing, safe school community that encourages student effort and focuses on academic growth as measured by campus, district, and state assessments. Our students will be prepared for success in middle school and beyond.

Comprehensive Needs Assessment

Demographics

Demographics Summary

Clara Love is a PK-5th grade Title I elementary school in Northwest ISD. Our enrollment has shown a net increase of approximately 90 students with the recent redistricting that occurred in the spring of 2018. Our demographic data over time has shown an increase in all sub-pops. Our economically disadvantaged population has increased the most, growing 17% since 2015 - 2016. The Clara Love population has become more ethnically diverse over time. Our student population is 54% white, 30% Hispanic, 12% African American, 2% American Indian/Alaska Native, and 2% Asian. Campus attendance rates reached 97% in 2017-2018, the highest in the past three years.

Students at Clara Love Elementary School are served by 38 general education teachers, seven specials teachers, five interventionist/reading/dyslexia teachers, seven special education/GT staff, and five educational assistants. Other non-instructional staff (diagnostician, counselor, therapists, behavior interventionist, nurse, etc...) support instructional staff in meeting student needs through assessment, evaluation, social-emotional learning, and supplemental student services. Instructional staff members meet during weekly PLC meetings to discuss Rtl data and student needs and supports.

	2015-2016	2016-2017	2017-2018
ECD	26%	29%	43%
At-Risk	32%	35%	40%
SpEd	11%	7%	12%
504	7%	8%	9%
ELL	4%	4%	9%
GT	8%	7%	9%

Demographics Strengths

The following are Clara Love's demographic strengths:

- Attendance rates have continuously increased and reached 97% in 2017 - 2018.

- At-risk students receive support from three interventionists, one reading recovery teacher, and one dyslexia specialist. These teachers work with dyslexic, ELL, and students receiving Tier 2 and Tier 3 academic interventions. They also support teachers through PLC meetings and instructional coaching and planning.
- One day per week, students are served by a behavior interventionist.
- With student growth, Clara Love has added staff to support at-risk students for 2018 - 2019. We have added one SpEd teacher, one interventionist, one general education assistant, and our diagnostician has been scheduled to serve primarily Clara Love instead of being shared with another campus.
- Our ECD and LEP students outperformed the district average in 7 of 8 areas (exception-LEP reading)
- Our 2018 STAAR data showed that our ECD students made growth in all tested areas: Reading 5%, Math 9%, Science 22%, and Writing 28%
- Our 2018 STAAR data showed that our LEP students made growth in 3 of 4 tested areas: Math 6%, Science 20%, and Writing 42%.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Special education students are not reading on grade level as evidenced by the STAAR and DRA data. **Root Cause:** Students are not receiving truly balanced literacy instruction with an emphasis on phonics and word study.

Problem Statement 2: Clara Love's diverse population of students requires an understanding of how to meet the needs of all learners. **Root Cause:** As Clara Love increases in diversity and teacher turnover continues, teachers and faculty have not had the opportunity to dive deep into understanding the unique needs of diverse learners.

Student Academic Achievement

Student Academic Achievement Summary

According to 2018 STAAR data, Clara Love Elementary "Met Standard" on all four indices of accountability: Domain I-Student Achievement, Domain IIa-Academic Growth, Domain IIb-Relative Performance, and Domain III-Closing the Gaps. Additionally, Love received a "Distinction" for Comparative Academic Growth. We were 3rd on the Distinction Ratings out of the 40 similar schools with whom we were compared.

The performance of African-American students on 2018 STAAR tests is a relative strength. African-American students outscored other sub-pops in 3rd grade reading, 4th grade reading, and 4th grade math. While data shows we are closing the gaps for our LEP and ECD students, SpEd students still lag behind general education students in relative performance across all tested content areas.

End-of-Year DRA assessment data showed 85% of kindergartens and 2nd graders met EOY minimum criteria. Eighty-one percent of 5th graders met EOY minimum criteria, and 80% of 4th graders met minimum scores. Seventy-seven percent of third graders met the minimum EOY criteria, and only 65% of 1st graders met EOY minimum expectations. Relative to other NISD schools in Love's Learning Team, Love students performed in fifth place out of five schools in both 1st and 5th grades.

Student Academic Achievement Strengths

The following have been identified as Student Academic Achievement strengths:

- Writing scores on the 2018 STAAR assessment grew by 38% from 2017, when Love's scores were the worst in the district. This growth is attributed to a schoolwide focus on writing during the 2017 - 2018 school year in which teacher teams focused intently on the TEKS.
- Growth on STAAR scores earned Love a Distinction for Comparative Academic Growth.
- LEP and ECD students continue to close learning gaps.
- Clara Love teachers have consistently implemented differentiated math stations using guided math practices.
- Clara Love teachers have embedded the RtI Process and effectively identify students who struggle early in the learning cycle. Teachers provide targeted interventions to these students to close academic gaps.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: Students continue to struggle with reading and comprehending on grade level. **Root Cause:** Students have not received consistent balanced literacy instruction with a focus on phonics and word study.

School Processes & Programs

School Processes & Programs Summary

Clara Love uses data (DRA2, STAAR, formative assessments, CBAs) to identify students in need of early intervention. Using the Rtl process, teachers provide interventions at all tiers for students based on their need. Interventionists and Reading Recovery teachers use data to identify students with the greatest gaps and prioritize schedules based on this data. The campus uses Lexia to provide targeted instructional support to students in a digital platform. The data from the 2017 - 2018 school year indicated varying degrees of usage among the grade levels. Increasing fidelity by monitoring usage in terms of *both* time and units completed should increase the benefit of the program to students with learning gaps. Additionally, educational assistants will build their schedules to provide additional Lexia teacher-guided lessons for those students not making adequate progress with Lexia's Core 5 reading skills.

Clara Love's staff is approximately 40% new to campus with most of those being new to NISD. Turnover as the result of a complete change in administration as well as enrollment growth are the key reasons for poor teacher retention. Teacher teams were invited to participate in the hiring process for these new staff, increasing their engagement with new faculty. New teacher support is provided by the mentor coordinator, administration, mentor teachers, and buddy teachers. New and existing teachers are encouraged to pursue ELL certification, and two teachers are in the process of achieving this certification by November 1, 2018. Clara Love teachers effectively solicit the support of district instructional coaches to provide support for proven Tier I instruction. Using the "Writing Pathways" units of study and support from the district ELA coach, Love teachers achieved a 38% growth on STAAR writing scores for 2018.

Students have the opportunity to participate in a number of co-curricular activities both during and outside the school day. Boom Time is an opportunity for students to participate in choice-based clubs and activities within the school day. Boom Time provides access to co-curricular activities for students who formerly were unable to participate. Other activities available to students include SPURS fifth grade service club, UIL, Desitination Imagination, Junior Achievement, Choir, and Ensemble. Additionally, we are in the process of beginning the implementation of PBIS. We will conduct a self-evaluation and needs assessment in Fall 2018 and begin full implementation of PBIS in Spring 2019.

Prior to the current year, weekly PLC meetings were not regularly attended by campus administrators. As a result, teacher teams do not have a consistent understanding of the PLC cycle and how to effectively use it to meet student needs. To increase collective accountability and support, both principal and assistant principal have arranged their schedules to be present at team PLC meetings for the 2018 - 2019 school year.

School Processes & Programs Strengths

The 2017 - 2018 instructional focus on writing produced collective, vertical accountability for writing scores. Not only did fourth grade teachers teach to the depth of the TEKS, but all grade level teams participated in campus-wide shared learning using Writing Pathways designed to increase writing rigor and relevance. Grade level teams vertically aligned writing expectations K-5. District PD opportunities this August for

Lucy Caulkins Writing Training solidified this focus on writing as an instructional priority.

Groups of teachers at Clara Love have embedded the practices of high-performing PLCs. They regularly use a variety of assessment data to refine instruction and provide intervention and enrichment opportunities for students. Teachers use high-level questions, performance tasks requiring cognitive demand, and thinking maps to increase rigorous instruction and student achievement.

In the past, Clara Love has had only one leadership team with one teacher representative per grade level or content area. To increase opportunities for distributed leadership and share the work load of campus leadership, we have implemented an Instructional Leadership Team (ILT) and an Operational Leadership Team (OLT) for 2018 - 2019. The ILT will focus exclusively on our campus Problem of Practice and instructional focus. This committee will design processes and PD opportunities to ensure an ongoing focus on our academic growth goals, specifically as they relate to our PoP. The OLT will manage the logistical operations of the campus making certain things run smoothly with a focus on safety and security.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Reading scores for all pops, but especially SpEd, continue to be lower than the district average. **Root Cause:** Inconsistent focus on phonics and word study in the implementation of balanced literacy.

Problem Statement 2: Teacher teams have inconsistent understandings of the purpose and work of PLCs. **Root Cause:** Due to minimal participation of campus administrators in team PLC meetings, teachers have developed their own understandings of PLCs and may not fully understand the PLC cycle.

Perceptions

Perceptions Summary

OHI data from Spring 2018 indicated the following strengths and weaknesses.

Top 3 Strengths:

1. Goal Focus
2. Innovating
3. Communication Adequacy

Top 3 Weakness:

1. Moral
2. Resource Utilization
3. Cohesiveness

The OHI report indicates teacher perceptions of campus health. One of the key concerns with the 2018 OHI report is the low morale (approx. 35%) and lack of cohesiveness (approx. 45%) among the staff. These dimensions indicate teachers are not working as collaboratively or efficiently as they could. Furthermore, teachers are not utilizing resources to meet academic goals (approx. 45%).

The strengths of the OHI report, dimensions of goal focus, innovation, and communication adequacy, indicate a high degree of teacher knowledge and skill regarding what needs to be accomplished to meet academic goals. Teachers know what needs to be accomplished, are willing to take risks to achieve goals, and communicate both effectively.

During teacher in-service days, the campus administration focused a large amount of time on community and team building activities. These were designed to increase cohesiveness and morale, especially since ALL teams have new teachers. The activities were well-received by teachers who provided positive feedback about the time spent on these tasks.

To increase student engagement with co-curricular activities, the campus implemented BOOM Time during the 2017 - 2018 school year. This provided students with a menu of co-curricular clubs or specialty classes from which students chose. BOOM Time was implemented during the school day on Fridays approximately once per grading period. Teacher, student, and parent feedback indicated a positive attitude towards

BOOM Time, which expanded co-curricular opportunities to student groups who had previously not accessed such programs when offered after school.

An area of need at Clara Love is clear and consistent behavior expectations across the building. Additionally, teachers need support for Tier I behavior in the form of explicit teacher expectations and administrative support for implementation. To begin this process, teachers spent part of two days in August developing common behavior expectations and common language for different settings across the campus. District behavior interventionists provided an introductory training to PBIS and RtI as it applies to behavior. Teachers will build on this shared learning and fully implement PBIS in Spring 2019.

Perceptions Strengths

The following have been identified as Perceptions Strengths:

- Clara Love families express pride in their school as a "neighborhood school."
- The Love PTA earned a Award of Excellence for Membership for the 2017 - 2018 school year.
- Every grading period, the campus awards "Lil Texan" and "Trailblazer" Awards which recognized student achievement in both academics and character.
- The majority of staff participate in PTA
- The campus has an active WatchDogs program.
- The campus hosts monthly community nights (curriculum, STEM, talent show, open house).
- Campus Newsletters are sent digitally to parents bi-weekly (2018-2019)

Problem Statements Identifying Perceptions Needs

Problem Statement 1: The campus does not have consistent and clear expectations for Tier I behavior and needs to implement PBIS. **Root Cause:** Three changes in campus administration in the past four years have prohibited implementation and enforcement of consistent behavior expectations.

Problem Statement 2: Family events are poorly attended. **Root Cause:** Parents see little value in attending events in which their students do not actively participate or events that do not showcase their work or talent.

Problem Statement 3: Teachers have low morale, resource utilization, and cohesiveness. **Root Cause:** High turnover of teachers and administrators in recent years.

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 of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates
- Running Records 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,

- 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
- Response to Intervention (RtI) student achievement 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

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- State certified and high quality staff 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

Goals

Revised/Approved: May 29, 2018

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

Performance Objective 1: 90% of all students will meet EOY minimum reading expectations as measured by DRA.

Evaluation Data Source(s) 1: EOY DRA Results

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	Apr
<p>PBMAS Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 7</p> <p>1) PK - 5 teachers will receive PD on: Lexia, phonics, vocabulary/word study, mega/micro labs, and depth of TEKS</p>	2.4, 2.6	Administrators PLC teams, instructional coaches, teachers	Increase teacher capacity and collective efficacy, thus building a sustainable Tier I instruction centered on phonics and word study.				
				Problem Statements: Demographics 1 - Student Academic Achievement 1 - School Processes & Programs 1			
<p>PBMAS Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 7</p> <p>2) Teachers, administrators, educational assistants, and/or interventionists will participate in weekly PLCs to address the needs of all federal student groups, especially our lowest performing group, SpEd.</p>	2.4, 2.6	Administrators, PLC teams, Gen. Ed. and SpEd teachers, and/or Interventionists	Using data to create targeted interventions will result in increased student achievement in all federal student groups.				
				Problem Statements: Demographics 1 - Student Academic Achievement 1 - School Processes & Programs 1			

<p align="center">PBMAS</p> <p align="center">Critical Success Factors</p> <p align="center">CSF 1 CSF 2 CSF 4 CSF 7</p> <p>3) All students will use Lexia to determine achievement on foundational reading skills. Based on Lexia assessment data, students will use Lexia instructional modules to address educational gaps in the Core 5 reading skills. Students will receive the required number of minutes (as determined by Lexia) to meet educational needs and will track their own progress on both minutes and units completed on Lexia.</p>	<p>2.4, 2.5, 2.6</p>	<p>Administrators, educational assistants, teachers, volunteers/PALS, and/or interventionists.</p> <p>Students (tracking data and growth over time)</p>	<p>Students will use Lexia with fidelity and complete an adequate number of units to increase foundational reading skills as measured by Lexia, DRA2, and/or STAAR.</p>				
<p align="center">Problem Statements: Demographics 1 - Student Academic Achievement 1 - School Processes & Programs 1</p>							
<p align="center">PBMAS</p> <p align="center">Critical Success Factors</p> <p align="center">CSF 1 CSF 2 CSF 4</p> <p>4) Teachers, educational assistants, volunteers/PALS, and/or interventionists will use a variety of data sources to provided individualized teacher-directed lessons that meet the needs of struggling learners. These include: Lexia assessments and progressions, DRA assessments, running records, and reading/writing units of study data .</p>	<p>2.4, 2.5, 2.6</p>	<p>Teachers, administrators, educational assistants, volunteers/PALS, and/or interventionists</p>	<p>Increase at-risk student performance on foundational reading skills as measured by Lexia, DRA2, and STAAR assessments.</p>				
<p align="center">Problem Statements: Demographics 1 - Student Academic Achievement 1 - School Processes & Programs 1</p>							
<p align="center">PBMAS</p> <p align="center">Critical Success Factors</p> <p align="center">CSF 1 CSF 2 CSF 4</p> <p>5) Using the Lucy Caulkins Reading and Writing Units of Study, teachers will target student skills through guided reading, whole group instruction and modeling, running records, and individual conferring conferences with students in small groups and one-on-one.</p>	<p>2.4, 2.5, 2.6</p>	<p>Per NIDS's incremental implementation of Reading and Writing Units of Study, the following teachers will monitor the use of Units of Study instructional practices.</p> <p>Reading: Teachers K - 3rd Grade. Writing: Teachers K - 4th Grade.</p>	<p>Increase at-risk student performance on foundational reading skills as measured by Lexia, DRA2, and STAAR assessments.</p>				
<p align="center">Problem Statements: Demographics 1 - Student Academic Achievement 1 - School Processes & Programs 1</p>							

PBMAS Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 7 6) Teacher teams, with help from campus administrators, will implement a PLC cycle that connects to the PoP and includes regular data analysis.	2.4, 2.5, 2.6	Administrators, teacher teams	Implementation of a consistent PLC cycle with data analysis will streamline the work of teachers in meeting student needs and keep the PoP as the instructional focus.				
	Problem Statements: School Processes & Programs 2						
PBMAS Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7 7) Administrators will attend 75% of weekly team PLC meetings to engage with staff in data analysis, instructional planning, RtI, and professional learning to create a sense of shared accountability.	2.4, 2.5, 2.6	Administrators, teachers, PLC teams	Increased accountability for achievement results shared by all school staff.				
	Problem Statements: Demographics 1 - Student Academic Achievement 1 - School Processes & Programs 1						

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Special education students are not reading on grade level as evidenced by the STAAR and DRA data. Root Cause 1: Students are not receiving truly balanced literacy instruction with an emphasis on phonics and word study.
Student Academic Achievement
Problem Statement 1: Students continue to struggle with reading and comprehending on grade level. Root Cause 1: Students have not received consistent balanced literacy instruction with a focus on phonics and word study.
School Processes & Programs
Problem Statement 1: Reading scores for all pops, but especially SpEd, continue to be lower than the district average. Root Cause 1: Inconsistent focus on phonics and word study in the implementation of balanced literacy.
Problem Statement 2: Teacher teams have inconsistent understandings of the purpose and work of PLCs. Root Cause 2: Due to minimal participation of campus administrators in team PLC meetings, teachers have developed their own understandings of PLCs and may not fully understand the PLC cycle.

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

Performance Objective 1: According to campus survey data and/or OHI data, staff morale will increase from 35% to 75% by EOY 2018 - 2019.

Evaluation Data Source(s) 1: Campus Survey and/or OHI

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	Apr
Critical Success Factors CSF 3 CSF 6 CSF 7 1) Teachers will engage in PLC cycle aligned to campus academic goals and PoP to build collective efficacy and a sense of esprit de corps among the team.	2.4, 2.6	Administrators, teachers	Develop a sense of collective accountability and teacher engagement with their work, which will translate into greater teacher retention.				
Problem Statements: School Processes & Programs 2 - Perceptions 3							
Critical Success Factors CSF 3 CSF 6 CSF 7 2) The campus will provide increased opportunities for distributed leadership by adding an Operations Leadership Team (OLT) in addition to the Instructional Leadership Team (ILT)		Administrators, ILT, OLT	Teacher engagement will increase with more opportunities for distributed leadership.				
Problem Statements: Perceptions 3							
Critical Success Factors CSF 3 CSF 6 CSF 7 3) Faculty celebrations will occur in a variety of formats: at meetings, digitally, on social media, and/or celebration boards		Administrators, staff	Teachers will feel valued and appreciated, increasing their connection and engagement with the campus and their peers				
Problem Statements: Perceptions 3							
Critical Success Factors CSF 3 CSF 7 4) Reflection will be incorporated to the beginning and end of all meetings in the form of protocols, "temperature checks," and exit tickets.		Administrators, staff	Teachers will have multiple opportunities reflect and provide feedback on their current state of engagement with their work.				
Problem Statements: Perceptions 3							
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

Performance Objective 1 Problem Statements:

School Processes & Programs
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Problem Statement 2: Teacher teams have inconsistent understandings of the purpose and work of PLCs. Root Cause 2: Due to minimal participation of campus administrators in team PLC meetings, teachers have developed their own understandings of PLCs and may not fully understand the PLC cycle.

Perceptions

Problem Statement 3: Teachers have low morale, resource utilization, and cohesiveness. Root Cause 3: High turnover of teachers and administrators in recent years.
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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: Parent and community events will reach an attendance of 200 adult, non-school attendees.

Evaluation Data Source(s) 1: Parent sign-in sheets at evening events

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	Apr
<p>Critical Success Factors CSF 1 CSF 5 CSF 6</p> <p>1) Administrators and teachers will use a variety of tools (newsletters, social media, email, Thursday folders, robo. calls) to communicate special events with parents.</p>	3.2						
Problem Statements: Perceptions 2							
<p>Critical Success Factors CSF 5 CSF 6</p> <p>2) Family and community events will be streamlined to one per month and will be coordinated with PTA events.</p>		Administrators, staff, PTA board	Increased attendance at parent and community events				
Problem Statements: Perceptions 2							
<p>Critical Success Factors CSF 5 CSF 6</p> <p>3) Parent and community events will provide opportunities for students to lead and showcase their talents.</p>	3.2	Administrators and staff	Increased attendance at parent and community events.				
Problem Statements: Perceptions 2							
<p>Critical Success Factors CSF 5 CSF 6</p> <p>4) The administration will increase the number of parent newsletters from two to a minimum of three per grading period.</p>	2.5, 3.2	Administrators	Increased parent engagement				
Problem Statements: Perceptions 2							

Critical Success Factors CSF 3 CSF 5 CSF 6 5) Campus administrators will participate in parent forums four times per year, both in person and via Facebook Live. This will provide expanded opportunities for parents to engage with the school without necessarily having to be present at the school.	3.2	Administrators	Parents will have more opportunities to engage with the school and feel a part of the school community.				
	Problem Statements: Perceptions 2						
Critical Success Factors CSF 6 6) PBIS - Self-evaluation in Fall 2018 - Implementation of PBIS for consistent school-wide behavior expectations in Spring 2019.	2.5	Behavior Interventionist, administrators	Clear and consistent expectations for behavior in all areas of the school will create a safe and orderly environment that is conducive to learning.				
	Problem Statements: Perceptions 1						
Critical Success Factors CSF 5 CSF 6 7) Annual Title I Parent Meeting will be held in conjunction with Parent University (curriculum night) to increase opportunities for parent engagement.	3.1, 3.2	Sign-in sheet, administrators	Increased family and community engagement				
	Problem Statements: Perceptions 2						

Performance Objective 1 Problem Statements:

Perceptions
Problem Statement 1: The campus does not have consistent and clear expectations for Tier I behavior and needs to implement PBIS. Root Cause 1: Three changes in campus administration in the past four years have prohibited implementation and enforcement of consistent behavior expectations.
Problem Statement 2: Family events are poorly attended. Root Cause 2: Parents see little value in attending events in which their students do not actively participate or events that do not showcase their work or talent.

Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	1	1	PK - 5 teachers will receive PD on: Lexia, phonics, vocabulary/word study, mega/micro labs, and depth of TEKS
1	1	2	Teachers, administrators, educational assistants, and/or interventionists will participate in weekly PLCs to address the needs of all federal student groups, especially our lowest performing group, SpEd.
1	1	3	All students will use Lexia to determine achievement on foundational reading skills. Based on Lexia assessment data, students will use Lexia instructional modules to address educational gaps in the Core 5 reading skills. Students will receive the required number of minutes (as determined by Lexia) to meet educational needs and will track their own progress on both minutes and units completed on Lexia.
1	1	4	Teachers, educational assistants, volunteers/PALS, and/or interventionists will use a variety of data sources to provided individualized teacher-directed lessons that meet the needs of struggling learners. These include: Lexia assessments and progressions, DRA assessments, running records, and reading/writing units of study data .
1	1	5	Using the Lucy Caulkins Reading and Writing Units of Study, teachers will target student skills through guided reading, whole group instruction and modeling, running records, and individual conferring conferences with students in small groups and one-on-one.
1	1	6	Teacher teams, with help from campus administrators, will implement a PLC cycle that connects to the PoP and includes regular data analysis.
1	1	7	Administrators will attend 75% of weekly team PLC meetings to engage with staff in data analysis, instructional planning, RtI, and professional learning to create a sense of shared accountability.
2	1	1	Teachers will engage in PLC cycle aligned to campus academic goals and PoP to build collective efficacy and a sense of esprit de corps among the team.
2	1	3	Faculty celebrations will occur in a variety of formats: at meetings, digitally, on social media, and/or celebration boards
3	1	1	Administrators and teachers will use a variety of tools (newsletters, social media, email, Thursday folders, robo. calls) to communicate special events with parents.
3	1	2	Family and community events will be streamlined to one per month and will be coordinated with PTA events.
3	1	3	Parent and community events will provide opportunities for students to lead and showcase their talents.
3	1	4	The administration will increase the number of parent newsletters from two to a minimum of three per grading period.
3	1	5	Campus administrators will participate in parent forums four times per year, both in person and via Facebook Live. This will provide expanded opportunities for parents to engage with the school without necessarily having to be present at the school.
3	1	6	PBIS - Self-evaluation in Fall 2018 - Implementation of PBIS for consistent school-wide behavior expectations in Spring 2019.

State Compensatory

Personnel for Love Elementary School:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Andrea Richardson	Title I Paraprofessional	School-wide Intervention	1
Crystal Williams	Intervention Specialist	Title I	1
Rhonda McElhaney	Intervention Specialist	Compensatory Ed.	1

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

Comprehensive Needs Assessment

Demographics

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Our economically disadvantaged population has increased the most, growing 17% since 2015 - 2016. The Clara Love population has become more ethnically diverse over time. Our student population is 54% white, 30% Hispanic, 12% African American, 2% American Indian/Alaska Native, and 2% Asian. Campus attendance rates reached 97% in 2017-2018, the highest in the past three years. Students at Clara Love Elementary School are served by 38 general education teachers, seven specials teachers, five interventionist/reading/dyslexia teachers, seven special education/GT staff, and five educational assistants. Other non-instructional staff (diagnostician, counselor, therapists, behavior interventionist, nurse, etc...) support instructional staff in meeting student needs through assessment, evaluation, social-emotional learning, and supplemental student services. Instructional staff members meet during weekly PLC meetings to discuss Rtl data and student needs and supports.

Demographics Strengths

The following are Clara Love's demographic strengths:

Attendance rates have continuously increased and reached 97% in 2017 - 2018.

With student growth, Clara Love has added staff to support at-risk students for 2018 - 2019. We have added one SpEd teacher, one interventionist, one general education assistant, and our diagnostician serves mostly our campus instead of being shared with another campus.

Our ECD and LEP students outperformed the district average in 7 of 8 areas (exception-LEP reading)

Our 2018 STAAR data showed that our ECD students made growth in all tested areas: Reading 5%, Math 9%, Science 22%, and Writing 28%

Our 2018 STAAR data showed that our LEP students made growth in 3 of 4 tested areas: Math 6%, Science 20%, and Writing 42%.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Special education students are not reading on grade level as evidenced by the STAAR and DRA data. Root Cause:

Students are not receiving truly balanced literacy instruction with an emphasis on phonics and word study.

Problem Statement 2: Clara Love's diverse population of students requires an understanding of how to meet the needs of all learners. Root Cause: As Clara

Love increases in diversity and teacher turnover continues, teachers and faculty have not had the opportunity to dive deep into understanding the unique

needs of diverse learners.

Student Academic Achievement

According to 2018 STAAR data, Clara Love Elementary "Met Standard" on all four indices of accountability: Domain I-Student Achievement, Domain IIa-Academic Growth, Domain IIb-Relative Performance, and Domain III-Closing the Gaps. Additionally, Love received a "Distinction" for Comparative Academic Growth. We were 3rd on the Distinction Ratings out of the 40 similar schools with whom we were compared.

The performance of African-American students on 2018 STAAR tests is a relative strength. African-American students outscored other subpops

in 3rd grade reading, 4th grade reading, and 4th grade math. While data shows we are closing the gaps for our LEP and ECD students, SpEd students still lag behind general education students in relative performance across all tested content areas.

End-of-Year DRA assessment data showed 85% of kindergartens and 2nd graders met EOY minimum criteria. Eighty-one percent of 5th graders met EOY minimum criteria, and 80% of 4th graders met minimum scores. Seventy-seven percent of third grades met the minimum EOY criteria, and only 65% of 1st graders met EOY minimum expectations. Relative to other NISD schools in Love's Learning Team, Love students performed in fifth place out of five schools in both 1st and 5th grades.

Student Academic Achievement Strengths

The following have been identified as Student Academic Achievement strengths:

Writing scores on the 2018 STAAR assessment grew by 38% from 2017, when Love's scores were the worst in the district. This growth is attributed to a schoolwide focus on writing during the 2017 - 2018 school year in which teacher teams focused intently on the TEKS.

Growth on STAAR scores earned Love a Distinction for Comparative Academic Growth.

LEP and ECD students continue to close learning gaps.

Clara Love teachers have consistently implemented differentiated math stations using guided math practices.

Clara Love teachers have embedded the RtI Process and effectively identify students who struggle early in the learning cycle. Teachers provide targeted interventions to these students to close academic gaps.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: Students continue to struggle with reading and comprehending on grade level. Root Cause: Students have not received consistent

balanced literacy instruction with a focus on phonics and word study.

School Processes & Programs

Clara Love uses data (DRA2, STAAR, formative assessments, CBAs) to identify students in need of early intervention. Using the Rtl process, teachers provide interventions at all tiers for students based on their need. Interventionists and Reading Recovery teachers use data to identify students with the greatest gaps and prioritize schedules based on this data. The campus uses Lexia to provide targeted instructional support to students in a digital platform. The data from the 2017 - 2018 school year indicated varying degrees of usage among the grade levels. Increasing fidelity by monitoring usage in terms of both time and units completed should increase the benefit of the program to students with learning gaps. Additionally, educational assistants will build their schedules to provide additional Lexia teacher-guided lessons for those students not making adequate progress with Lexia's Core 5 reading skills.

Clara Love's staff is approximately 40% new to campus with most of those being new to NISD. Turnover as the result of a complete change in administration as well as enrollment growth are the key reasons for poor teacher retention. Teacher teams were invited to participate in the hiring process for these new staff, increasing their engagement with new faculty. New teacher support is provided by the mentor coordinator, administration, mentor teachers, and buddy teachers. New and existing teachers are encouraged to pursue ELL certification, and two teachers are in the process of achieving this certification by November 1, 2018. Clara Love teachers effectively solicit the support of district instructional coaches to provide support for proven Tier I instruction. Using the "Writing Pathways" units of study and support from the district ELA coach, Love teachers achieved a 38% growth on STAAR writing scores for 2018.

Prior to the current year, weekly PLC meetings were not regularly attended by campus administrators. As a result, teacher teams do not have a consistent understanding of the PLC cycle and how to effectively use it to meet student needs. To increase collective accountability and support, both principal and assistant principal have arranged their schedules to be present at team PLC meetings for the 2018 - 2019 school year.

School Processes & Programs Strengths

The 2017 - 2018 instructional focus on writing produced collective, vertical accountability for writing scores. Not only did fourth grade teachers teach to the depth of the TEKS, but all grade level teams participated in campus-wide shared learning using Writing Pathways designed to increase writing rigor and relevance. Grade level teams vertically aligned writing expectations K-5. District PD opportunities this August for Lucy Caulkins Writing Training solidified this focus on writing as an instructional priority.

Teachers at Clara Love have embedded the practices of high-performing PLCs. They regularly use a variety of assessment data to refine instruction and provide intervention and enrichment opportunities for students. Teachers use high-level questions, performance tasks requiring cognitive demand, and thinking maps to increase rigorous instruction and student achievement.

In the past, Clara Love has had only one leadership team with one teacher representative per grade level or content area. To increase opportunities for distributed leadership and share the work load of campus leadership, we have implemented an Instructional Leadership Team (ILT) and an Operational Leadership Team (OLT) for 2018 - 2019. The ILT will focus exclusively on our campus Problem of Practice and instructional focus. This committee will design processes and PD opportunities to ensure an ongoing focus on our academic growth goals, specifically as they relate to our PoP. The OLT will manage the logistical operations of the campus making certain things run smoothly with a focus on safety and security.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Reading scores for all pops, but especially SpEd, continue to be lower than the district average. Root Cause: Inconsistent focus on phonics and word study in the implementation of balanced literacy.

Problem Statement 2: Teacher teams have inconsistent understandings of the purpose and work of PLCs. Root Cause: Due to minimal participation of campus administrators in team PLC meetings, teachers have developed their own understandings of PLCs and may not fully understand the PLC cycle.

Perceptions

OHI data from Spring 2018 indicated the following strengths and weaknesses.

Top 3 Strengths:

1. Goal Focus
2. Innovating
3. Communication Adequacy

Top 3 Weakness:

1. Moral
2. Resource Utilization
3. Cohesiveness

The OHI report indicates teacher perceptions of campus health. One of the key concerns with the 2018 OHI report is the low morale (approx. 35%) and lack of cohesiveness (approx. 45%) among the staff. These dimensions indicate teachers are not working as collaboratively or efficiently as they could. Furthermore, teachers are not utilizing resources to meet academic goals (approx. 45%).

The strengths of the OHI report, dimensions of goal focus, innovation, and communication adequacy, indicate a high degree of teacher knowledge and skill regarding what needs to be accomplished to meet academic goals. Teachers know what needs to be accomplished, are willing to take risks to achieve goals, and communicate both effectively.

During teacher in-service days, the campus administration focused a large amount of time on community and team building activities. These were designed to increase cohesiveness and morale, especially since ALL teams have new teachers. The activities were well-received by teachers who provided positive feedback about the time spent on these tasks.

To increase student engagement with co-curricular activities, the campus implemented BOOM Time during the 2017 - 2018 school year. This provided students with a menu of co-curricular clubs or specialty classes from which students chose. BOOM Time was implemented during the school day on Fridays approximately once per grading period. Teacher, student, and parent feedback indicated a positive attitude towards BOOM Time, which expanded co-curricular opportunities to student groups who had previously not accessed such programs when offered after school.

An area of need at Clara Love is clear and consistent behavior expectations across the building. Additionally, teachers need support for Tier I

behavior in the form of explicit teacher expectations and administrative support for implementation. To begin this process, teachers spent part of two days in August developing common behavior expectations and common language for different settings across the campus. District behavior interventionists provided an introductory training to PBIS and RtI as it applies to behavior. Teachers will build on this shared learning and fully implement PBIS in Spring 2019.

Perceptions Strengths

The following have been identified as Perceptions Strengths:

Clara Love families express pride in their school as a "neighborhood school."

The Love PTA earned a Award of Excellence for Membership for the 2017 - 2018 school year.

Every grading period, the campus awards "Lil Texan" and "Trailblazer" Awards which recognized student achievement in both academics and character.

The majority of staff participate in PTA

The campus has an active WatchDogs program.

The campus hosts monthly community nights (curriculum, STEM, talent show, open house).

Campus Newsletters are sent digitally to parents bi-weekly (2018-2019)

Problem Statements Identifying Perceptions Needs

Problem Statement 1: The campus does not have consistent and clear expectations for Tier I behavior and needs to implement PBIS. Root

Cause: Three

changes in campus administration in the past four years have prohibited implementation and enforcement of consistent behavior expectations.

Problem Statement 2: Family events are poorly attended. Root Cause: Parents see little value in attending events in which their students do not actively

participate or events that do not showcase their work or talent.

Problem Statement 3: Teachers have low morale, resource utilization, and cohesiveness. Root Cause: High turnover of teachers and administrators in recent years.

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

Campus Advisory Council Members/CIP Members

Administrators:

Lisa Crosslin

Leslie Russell

Teachers:

Autumn Mills

Kim Rose

Stephanie Austin

Lauren Mosely

Paraprofessionals:

Andrea Richardson

Parents:

Kiley Hora

Michelle Smith

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

Performance Objective 1: 90% of all students will meet EOY minimum reading expectations as measured by DRA.

Evaluation Data Source(s) 1: EOY DRA Results

Strategy 1: PK-5 teachers will receive PD on: Lexia, phonics, vocabulary/word study, mega/micro labs, and depth of TEKS.

Strategy 2: Teachers, administrators, educational assistants, and/or interventionists will participate in weekly PLCs to address the needs of all federal student groups, especially our lowest performing group, SpEd.

Strategy 3: All students will use Lexia to determine achievement on foundational reading skills. Based on Lexia assessment data, students will use Lexia instructional modules to address educational gaps in the Core 5 reading skills.

Strategy 4: Educational Assistants, teachers, volunteers/PALS, and/or interventionists will use Lexia data to provide individualized teacher-directed lessons that meet the needs of struggling learners.

Strategy 5: Students will receive the required number of minutes (as determined by Lexia) to meet educational needs. Students will track their own progress on both minutes and units completed on Lexia.

Strategy 6: Teacher teams, with help from campus administrators, will implement a PLC cycle that connects to the PoP and includes regular data analysis.

Strategy 7: Administrators will attend 75% of weekly team PLC meetings to engage with staff in data analysis, instructional planning, RtI, and professional learning to create a sense of shared accountability.

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

Performance Objective 1: According to campus survey data and/or OHI data, staff morale will increase from 35% to 75% by EOY 2018 - 2019.

Evaluation Data Source(s) 1: Campus Survey and/or OHI

Strategy 1: Teachers will engage in PLC cycle aligned to campus academic goals and PoP to build collective efficacy and a sense of esprit de corps among the team.

Strategy 2: The campus will provide increased opportunities for distributed leadership by adding an Operations Leadership Team (OLT) in addition to the Instructional Leadership Team (ILT)

Strategy 3: Faculty celebrations will occur in a variety of formats: at meetings, digitally, on social media, and/or celebration boards.

Strategy 4: Reflection will be incorporated to the beginning and end of all meetings in the form of protocols, "temperature checks," and exit tickets.

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: Parent and community events will reach an attendance of 200 adult, non-school attendees.

Evaluation Data Source(s) 1: Parent sign-in sheets at evening events

Strategy 1: Administrators and teachers will use a variety of tools (newsletters, social media, email, Thursday folders, robo. calls) to communicate special events with parents.

Strategy 2: Family and community events will be streamlined to one per month and will be coordinated with PTA events.

Strategy 3: Parent and community events will provide opportunities for students to lead and showcase their talents.

Strategy 4: The administration will increase the number of parent newsletters from two to a minimum of three per grading period.

Strategy 5: Campus administrators will participate in parent forums four times per year, both in person and via Facebook Live. This will provide expanded opportunities for parents to engage with the school without necessarily having to be present at the school.

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

At the Annual Title I Parent Meeting (9-11-18), parents will be presented with a copy of the Comprehensive Support Strategies for the 2018-2019 Title I Plan. Administrators will review this document as well as the provide opportunities for clarifying questions. Additionally, the Title I presentation will be posted on the school website, Facebook Account, and be provided to PTA for distribution on their webpage and Facebook accounts.

2.4: Opportunities for all children to meet State standards

PK - 5 teachers will receive PD on: Lexia, phonics, vocabulary/word study, mega/micro labs, and depth of TEKS

Teachers, administrators, educational assistants, and/or interventionists will participate in weekly PLCs to address the needs of all federal student groups, especially our lowest performing group, SpEd.

All students will use Lexia to determine achievement on foundational reading skills. Based on Lexia assessment data, students will use Lexia instructional modules to address educational gaps in the Core 5 reading skills.

Educational Assistants, teachers, volunteers/PALS, and/or interventionists will use Lexia data to provide individualized teacher-directed lessons that meet the needs of struggling learners.

Students will receive the required number of minutes (as determined by Lexia) to meet educational needs. Students will track their own progress on both minutes and units completed on Lexia.

Teacher teams, with help from campus administrators, will implement a PLC cycle that connects to the PoP and includes regular data analysis.

Administrators will attend 75% of weekly team PLC meetings to engage with staff in data analysis, instructional planning, Rtl, and professional learning to create a sense of shared accountability.

Teachers will engage in PLC cycle aligned to campus academic goals and PoP to build collective efficacy and a sense of esprit de corps among the team.

2.5: Increased learning time and well-rounded education

All students will use Lexia to determine achievement on foundational reading skills. Based on Lexia assessment data, students will use Lexia instructional modules to address educational gaps in the Core 5 reading skills.

Educational Assistants, teachers, volunteers/PALS, and/or interventionists will use Lexia data to provide individualized teacher-directed lessons that meet the needs of struggling learners.

Students will receive the required number of minutes (as determined by Lexia) to meet educational needs. Students will track their own progress on both minutes and units completed on Lexia.

Teacher teams, with help from campus administrators, will implement a PLC cycle that connects to the PoP and includes regular data analysis.

Administrators will attend 75% of weekly team PLC meetings to engage with staff in data analysis, instructional planning, Rtl, and professional learning to create a sense of shared accountability.

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

PBIS - Self-evaluation in Fall 2018 - Implementation of PBIS for consistent school-wide behavior expectations in Spring 2019.

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

PK - 5 teachers will receive PD on: Lexia, phonics, vocabulary/word study, mega/micro labs, and depth of TEKS

Teachers, administrators, educational assistants, and/or interventionists will participate in weekly PLCs to address the needs of all federal student groups, especially our lowest performing group, SpEd.

All students will use Lexia to determine achievement on foundational reading skills. Based on Lexia assessment data, students will use Lexia instructional modules to address educational gaps in the Core 5 reading skills.

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Students will receive the required number of minutes (as determined by Lexia) to meet educational needs. Students will track their own progress on both minutes and units completed on Lexia.

Teacher teams, with help from campus administrators, will implement a PLC cycle that connects to the PoP and includes regular data analysis.

Administrators will attend 75% of weekly team PLC meetings to engage with staff in data analysis, instructional planning, RtI, and professional learning to create a sense of shared accountability.

Teachers will engage in PLC cycle aligned to campus academic goals and PoP to build collective efficacy and a sense of esprit de corps among the team.

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

Annual Title I Parent Meeting will be held in conjunction with Parent University (curriculum night) to increase opportunities for parent engagement.

Additionally, the parent engagement policy will be posted on the school website, Facebook Account, and be provided to PTA for distribution on their webpage and Facebook accounts.

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, both in person and via Facebook Live. 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 Parent University (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>
RICHARDSON, ANDREA	Paraprofessional working with at-risk st	Title 1	1
WILLIAMS, CRYSTAL	Campus Intervention Teacher	Title 1	1