

**Northwest Independent School District**  
**Nance Elementary School**  
**2018-2019 Campus Improvement Plan**

**Accountability Rating: Met Standard**



# 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.

# Sonny and Allegra Nance Elementary School Vision

Learn. Lead. Empower. Serve.

# Comprehensive Needs Assessment

Revised/Approved: October 25, 2015

## Demographics

### Demographics Summary

Nance Elementary opened in 2005. We are a student-centered campus of 617 students and growing and 53 staff members. Our current enrollment by grade: 36 Pre-Kindergarten; 100 Kindergarten; 87 First; 105 Second; 78 Third; 103 Fourth; 105 Fifth students. For 2017-2018 we served a total of 608 students. We are an average performing, middle class school with a growing ED/At Risk population. Our ELL students are on the higher end, and performing well. We have a high 504/dyslexia population and an average GT population. We are growing by approximately 100 students per year. Currently, we are 48% male and 52% female. Our population is 50% white, 25% Hispanic, 3% Asian, 18% African American, and 2% 2 or more races. Our GT population is 5% and we have a 5% ELL population. We are 20% free and reduced, and 26% At-Risk. We have 10% SPED population and 10% 504 population.

### Demographics Strengths

Our African American, Hispanic, and Economically Disadvantaged students out performed our other demographic groups. These groups were a focus for us 2017-2018 school year.

All staff members are committed to building a welcoming atmosphere for all students. Each student will be greeted daily not only by their teacher, but other staff members in the hallways and students that serve on our Safety Patrol. Teachers are invested in building a family atmosphere within their classroom and within their Houses. Nance is a place where student cultures are celebrated. Last year our Multi-Cultural night was a huge success with parents and families sharing their culture.

### Problem Statements Identifying Demographics Needs

**Problem Statement 1:** Staff is in need of additional training to meet the needs of the Whole Child. **Root Cause:** Our demographics are changing due to rapid growth in the community.

## **Student Academic Achievement**

### **Student Academic Achievement Summary**

DRA

Kinder- 87%

First- 75%

Second- 74%

STAAR

3rd Grade Reading- 70%

3rd Grade Math- 74%

4th Grade Reading- 70%

4th Grade Math- 73%

4th Grade Writing- 59%

5th Grade Reading- 87% (April)

5th Grade- Math- 92% (April)

5th Grade Science- 75%

### **Student Academic Achievement Strengths**

5th Grade Math and Reading are academic strengths.

Teachers engage students in higher level thinking through their reading and math journals. Students respond 2-3 days per week in these journals and receive teacher and student feedback on their work. Student journals show growth from the beginning of the year to the end of the year in both math and reading.

### **Problem Statements Identifying Student Academic Achievement Needs**

**Problem Statement 1:** We do not have enough students scoring at the "meets or masters" level on local and state assessments. **Root Cause:** Teachers need a deeper understanding of the depth and complexity of the TEKS

**Problem Statement 2:** We do not have a high enough percentage of students reading on grade level. **Root Cause:** Students have not received consistent balanced literacy instruction with a focus on phonics and word study.

**Problem Statement 3:** We are not effectively closing the achievement gap for our special education population. **Root Cause:** Teachers need additional training to engage students with high emotional needs that interfere with academic growth and performance.

## **School Processes & Programs**

### **School Processes & Programs Summary**

Programs Offered:

Eagle time for intervention, LLI for some grade levels

Clubs and leadership opportunities (Eagle Ambassadors, Safety Patrol, Peer Buddies)

Data Teams during PLC

Flex Grouping

Co Teaching with Special Education in grades 4 and 5.

STEM activities in the Library

Attendance Incentives

Counseling Groups

Regularly scheduled XYZ meetings and Data Teams during PLC's are used to make sure student needs are being met and prioritizing EPIC (tutoring time).

Teachers identify and prioritize essential standards.

Positive supports for teachers with "Passports to Success" to provide positive feedback to teachers.

Shout Out board in the office for positive recognition for teachers.

Sunshine Committee to plan monthly activities for team building/bonding.

Staff training for Conscious Discipline.

Second Step curriculum implemented for classroom meetings.

PBIS team created for the 2018-19 school year.

Implementing a House system for the purpose of student ownership and sense of belonging.

Student Recognition - Awards each 6 weeks for grades, subject area success, and citizenship. Golden Eagle awarded in schoolwide assembly each 6 weeks. Teachers will identify and send a positive office referral each week.

Implementation of MOMSquad to increase parent involvement and mentorship.

### **School Processes & Programs Strengths**

Clubs were a huge success during the 2017-18 school year. We offered clubs during the school day in an effort to engage students that were not as invested in school. Attendance did improve on club days as well, which is evidence that we are beginning to reach students. Students were given choice in club participation, which was empowering, allowing them to have some degree of autonomy in their own education. Because of the success of clubs, these will continue at Nance. Parents reported enjoying student recognition in their child's classroom. They felt that it was more meaningful and appreciated the smaller setting. We have had Watch Dogs on campus for a long time and moms report wanting to play a similar role on campus. Our participation in UIL this year was much better than last year. However, we still feel there is room for growth. One area that we want to see improved is our participation in Destination Imagination. We have a few more students who are involved, but only one team was successful.

### **Problem Statements Identifying School Processes & Programs Needs**

**Problem Statement 1:** We have an increase in the number of students that are lacking social-emotional skills to deal with the pressures of school. **Root Cause:** Students not developing coping skills at a young age.

**Problem Statement 2:** Parent volunteers have been limited to PTA members only **Root Cause:** Limited opportunities for parents to volunteer during the day.

## **Perceptions**

### **Perceptions Summary**

Parents believe that we have high academic expectations.

Parents like the events.

Teachers work hard, have high expectations, and seek help when needed.

Quality of instruction is high

Teachers advocate for students

Parents believe there are some behavior concerns

Parents believe there is a lack of communication.

Most students feel safe and love.

Most students like coming to school. They liked the clubs and leadership opportunities.

Some teams were not functioning at a high level.

There was low morale in some pockets of the staff.

The library is no longer just about books, there are many learning opportunities in the library.

### **Perceptions Strengths**

Nance has made a huge effort to be student-centered. Teachers, students, and parents all agree that this is a positive on campus.

Nance earned 8 PTA awards including a principal's award.

Positive staff and parent survey feedback.

Parents report enjoying classroom awards. They feel like the teachers know their child well.

High attendance for night events.

### **Problem Statements Identifying Perceptions Needs**

**Problem Statement 1:** Parents do not believe that the staff communicates effectively or frequently enough to keep them informed about what their children are learning. **Root Cause:** Staff are only sending the weekly newsletters in email and not posting on social media.

**Problem Statement 2:** There is a lack of communication between leadership teams and staff members not on the leadership teams. **Root Cause:** Leadership team members not communicating with staff members efficiently.

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans

## Accountability Data

- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- PBMAS data

## Student Data: Assessments

- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- Local diagnostic reading assessment data
- Local diagnostic math assessment data

## Student Data: Student Groups

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

## Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data

## Employee Data

- T-TESS

## Parent/Community Data

- Parent surveys and/or other feedback

## Support Systems and Other Data

- Organizational structure 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:** Teachers will be trained in using Depth and Complexity to create differentiated lessons.

**Evaluation Data Source(s) 1:** Lesson plans, student work

**Summative Evaluation 1:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	Apr
1) Teachers will use the depth and complexity icons to differentiate the rigor in their lessons.	2.4, 2.5, 2.6	Lesson plans, observations, assessment scores, DRA, STAAR	increase meets and master scores on district and state assessments				
	Problem Statements: Student Academic Achievement 1						
2) Teachers will participate in walk-throughs to look for rigor, relevance, engagement, Depth and Complexity.	2.4, 2.5, 2.6	Principal, AP, teachers, Team Leaders	Alignment within TEKS and Tasks; within grade levels; increased student achievement				
	Problem Statements: Demographics 1 - Student Academic Achievement 1, 2, 3						
							

**Performance Objective 1 Problem Statements:**

Demographics
<b>Problem Statement 1:</b> Staff is in need of additional training to meet the needs of the Whole Child. <b>Root Cause 1:</b> Our demographics are changing due to rapid growth in the community.
Student Academic Achievement

**Problem Statement 1:** We do not have enough students scoring at the "meets or masters" level on local and state assessments. **Root Cause 1:** Teachers need a deeper understanding of the depth and complexity of the TEKS

**Problem Statement 2:** We do not have a high enough percentage of students reading on grade level. **Root Cause 2:** Students have not received consistent balanced literacy instruction with a focus on phonics and word study.

**Problem Statement 3:** We are not effectively closing the achievement gap for our special education population. **Root Cause 3:** Teachers need additional training to engage students with high emotional needs that interfere with academic growth and performance.

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

**Performance Objective 2:** Redesigned lesson plan to focus on the four professional learning community questions: What do students need to know? How will you know they learned it?, What will you do if they don't? and What will you do for those that already know it?

**Evaluation Data Source(s) 2:** Lesson plans, grades, RTI referrals, mastery scores on district and state assessments.

**Summative Evaluation 2:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	Apr
1) Through focusing on the 4 DuFour PLC questions, teachers will design lessons that address the needs of all students.	2.4, 2.5, 2.6	Lesson plans, observations	meeting the needs of all learners				
	Problem Statements: Student Academic Achievement 1, 2, 3						

**Performance Objective 2 Problem Statements:**

Student Academic Achievement
<b>Problem Statement 1:</b> We do not have enough students scoring at the "meets or masters" level on local and state assessments. <b>Root Cause 1:</b> Teachers need a deeper understanding of the depth and complexity of the TEKS
<b>Problem Statement 2:</b> We do not have a high enough percentage of students reading on grade level. <b>Root Cause 2:</b> Students have not received consistent balanced literacy instruction with a focus on phonics and word study.
<b>Problem Statement 3:</b> We are not effectively closing the achievement gap for our special education population. <b>Root Cause 3:</b> Teachers need additional training to engage students with high emotional needs that interfere with academic growth and performance.

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

**Performance Objective 3:** Implementation of "House System" to build sense of community across grade levels and to promote leadership skills.

**Evaluation Data Source(s) 3:** Students planning the House activities and challenges.

**Summative Evaluation 3:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	Apr
1) House is system to encourage students to come to school and for school to be a fun place to be.	2.5, 2.6	attendance, grades,	increase attendance, more students achieving higher grades				
Problem Statements: Demographics 1 - School Processes & Programs 1							

**Performance Objective 3 Problem Statements:**

Demographics
<b>Problem Statement 1:</b> Staff is in need of additional training to meet the needs of the Whole Child. <b>Root Cause 1:</b> Our demographics are changing due to rapid growth in the community.
School Processes & Programs
<b>Problem Statement 1:</b> We have an increase in the number of students that are lacking social-emotional skills to deal with the pressures of school. <b>Root Cause 1:</b> Students not developing coping skills at a young age.

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

**Performance Objective 4:** Each grade level will select and track progress for mastery of 2-3 essential standards in math, reading, writing and science each semester.

**Evaluation Data Source(s) 4:** exit tickets, weekly/monthly assessments, Data Teams

**Summative Evaluation 4:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	Apr
1) Through vertical teams discussion, grade levels will identify 2-3 essential standards that students need to master in order to be prepared for the next grade level,	2.4, 2.5, 2.6	Principal, assistant principal, teachers	100% mastery				
Problem Statements: Student Academic Achievement 1, 2, 3							

**Performance Objective 4 Problem Statements:**

<b>Student Academic Achievement</b>
<b>Problem Statement 1:</b> We do not have enough students scoring at the "meets or masters" level on local and state assessments. <b>Root Cause 1:</b> Teachers need a deeper understanding of the depth and complexity of the TEKS
<b>Problem Statement 2:</b> We do not have a high enough percentage of students reading on grade level. <b>Root Cause 2:</b> Students have not received consistent balanced literacy instruction with a focus on phonics and word study.
<b>Problem Statement 3:</b> We are not effectively closing the achievement gap for our special education population. <b>Root Cause 3:</b> Teachers need additional training to engage students with high emotional needs that interfere with academic growth and performance.

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

**Performance Objective 5:** Provide professional development on breaking apart the TEKS to understand the depth and complexity required to master.

**Evaluation Data Source(s) 5:** observations, lesson plans

**Summative Evaluation 5:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	Apr
1) Content coaches and coordinators will train teachers in how to break apart the TEKS to understand the depth and complexity required	2.4, 2.5, 2.6	Principal, AP	increase scores on district and state assessments				
Problem Statements: Student Academic Achievement 1, 2							
2) Teachers will analyze exemplars, artifacts, student work to align instruction across the grade level and develop a unilateral understanding of the TEKS being taught.	2.4, 2.5, 2.6	Teachers, Principal AP, Instructional Leadership Team	cohesiveness within the team and instructional fidelity of curriculum.				
Problem Statements: Demographics 1 - Student Academic Achievement 1, 2							
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

**Performance Objective 5 Problem Statements:**

<b>Demographics</b>
<b>Problem Statement 1:</b> Staff is in need of additional training to meet the needs of the Whole Child. <b>Root Cause 1:</b> Our demographics are changing due to rapid growth in the community.
<b>Student Academic Achievement</b>
<b>Problem Statement 1:</b> We do not have enough students scoring at the "meets or masters" level on local and state assessments. <b>Root Cause 1:</b> Teachers need a deeper understanding of the depth and complexity of the TEKS
<b>Problem Statement 2:</b> We do not have a high enough percentage of students reading on grade level. <b>Root Cause 2:</b> Students have not received consistent balanced literacy instruction with a focus on phonics and word study.

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

**Performance Objective 6:** Teachers will utilize the Depth of Knowledge levels to gain a better understanding of levels of thinking

**Evaluation Data Source(s) 6:** observations, lesson plans

**Summative Evaluation 6:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	Apr
1) Using the levels of thinking from Depth of Knowledge, teachers will better understand the TEKS and rigor required.	2.4, 2.5, 2.6	Principal, AP	increase scores on district and state assessments				
Problem Statements: Demographics 1 - Student Academic Achievement 1, 2, 3							

**Performance Objective 6 Problem Statements:**

Demographics
<b>Problem Statement 1:</b> Staff is in need of additional training to meet the needs of the Whole Child. <b>Root Cause 1:</b> Our demographics are changing due to rapid growth in the community.
Student Academic Achievement
<b>Problem Statement 1:</b> We do not have enough students scoring at the "meets or masters" level on local and state assessments. <b>Root Cause 1:</b> Teachers need a deeper understanding of the depth and complexity of the TEKS
<b>Problem Statement 2:</b> We do not have a high enough percentage of students reading on grade level. <b>Root Cause 2:</b> Students have not received consistent balanced literacy instruction with a focus on phonics and word study.
<b>Problem Statement 3:</b> We are not effectively closing the achievement gap for our special education population. <b>Root Cause 3:</b> Teachers need additional training to engage students with high emotional needs that interfere with academic growth and performance.

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

**Performance Objective 7:** All certified staff members will provide Tier II and Tier III interventions to identified students on Tuesday afternoons from 3:15-4:15

**Evaluation Data Source(s) 7:** intervention plans, attendance sheets

**Summative Evaluation 7:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	Apr
1) Students will be identified based on needs for after school intervention one day per week by a certified staff member.	2.4, 2.5, 2.6	Principal, AP	increased scores on state and local assessments				
Problem Statements: Student Academic Achievement 1, 2, 3							
							

**Performance Objective 7 Problem Statements:**

Student Academic Achievement
<b>Problem Statement 1:</b> We do not have enough students scoring at the "meets or masters" level on local and state assessments. <b>Root Cause 1:</b> Teachers need a deeper understanding of the depth and complexity of the TEKS
<b>Problem Statement 2:</b> We do not have a high enough percentage of students reading on grade level. <b>Root Cause 2:</b> Students have not received consistent balanced literacy instruction with a focus on phonics and word study.
<b>Problem Statement 3:</b> We are not effectively closing the achievement gap for our special education population. <b>Root Cause 3:</b> Teachers need additional training to engage students with high emotional needs that interfere with academic growth and performance.

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

**Performance Objective 8:** Data tracking scoreboard of progress towards 100% mastery of each grade level identified essential standards in reading, math, writing, and science will be publicly posted.

**Evaluation Data Source(s) 8:** scoreboard

**Summative Evaluation 8:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	Apr
1) Grade levels will create and post a scoreboard for the identified essential standards to track progress.	2.4, 2.5, 2.6	Principal	increase performance on state and local assessments				
Problem Statements: Student Academic Achievement 1, 2, 3							

**Performance Objective 8 Problem Statements:**

Student Academic Achievement
<b>Problem Statement 1:</b> We do not have enough students scoring at the "meets or masters" level on local and state assessments. <b>Root Cause 1:</b> Teachers need a deeper understanding of the depth and complexity of the TEKS
<b>Problem Statement 2:</b> We do not have a high enough percentage of students reading on grade level. <b>Root Cause 2:</b> Students have not received consistent balanced literacy instruction with a focus on phonics and word study.
<b>Problem Statement 3:</b> We are not effectively closing the achievement gap for our special education population. <b>Root Cause 3:</b> Teachers need additional training to engage students with high emotional needs that interfere with academic growth and performance.

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

**Performance Objective 9:** Identify Lead measures to track progress towards meets and mastery on STAAR

**Evaluation Data Source(s) 9:** XYZ document, data notebooks, CBAs and benchmarks

**Summative Evaluation 9:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	Apr
1) Teachers will identify Lead measures that have the greatest impact on essential standards to increase scores on state and local assessments.	2.4, 2.5, 2.6	Principal, AP	increase STAAR Meets and Mastery for all students				
Problem Statements: Student Academic Achievement 1, 2, 3							
2) Teachers will participate in structured PLC s to discuss students progress data, design formative/summative assessments, and design lessons to address the needs of all students.		Agendas and minutes, Administrators	Increased student achievement				
Problem Statements: Demographics 1 - Student Academic Achievement 1, 2 - School Processes & Programs 1							
							

**Performance Objective 9 Problem Statements:**

<b>Demographics</b>
<b>Problem Statement 1:</b> Staff is in need of additional training to meet the needs of the Whole Child. <b>Root Cause 1:</b> Our demographics are changing due to rapid growth in the community.
<b>Student Academic Achievement</b>
<b>Problem Statement 1:</b> We do not have enough students scoring at the "meets or masters" level on local and state assessments. <b>Root Cause 1:</b> Teachers need a deeper understanding of the depth and complexity of the TEKS
<b>Problem Statement 2:</b> We do not have a high enough percentage of students reading on grade level. <b>Root Cause 2:</b> Students have not received consistent balanced literacy instruction with a focus on phonics and word study.
<b>Problem Statement 3:</b> We are not effectively closing the achievement gap for our special education population. <b>Root Cause 3:</b> Teachers need additional training to engage students with high emotional needs that interfere with academic growth and performance.
<b>School Processes &amp; Programs</b>
<b>Problem Statement 1:</b> We have an increase in the number of students that are lacking social-emotional skills to deal with the pressures of school. <b>Root Cause 1:</b> Students not developing coping skills at a young age.

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

**Performance Objective 10:** 3-5 grade students will increase their STAAR Reading and Math Meets or Masters rates by 15% for the 2018-2019 school year.

**Evaluation Data Source(s) 10:** Benchmarks, CBSa and STAAR Assessment

**Summative Evaluation 10:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	Apr
1) Lessons will be planned in collaboration with the GT teacher to meet the needs of ALL learners.	2.4	Principal	Differentiated lesson plans that are effectively implemented in the classroom resulting in higher STAAR achievement.				
Problem Statements: Demographics 1 - Student Academic Achievement 1, 2, 3							

**Performance Objective 10 Problem Statements:**

Demographics
<b>Problem Statement 1:</b> Staff is in need of additional training to meet the needs of the Whole Child. <b>Root Cause 1:</b> Our demographics are changing due to rapid growth in the community.
Student Academic Achievement
<b>Problem Statement 1:</b> We do not have enough students scoring at the "meets or masters" level on local and state assessments. <b>Root Cause 1:</b> Teachers need a deeper understanding of the depth and complexity of the TEKS
<b>Problem Statement 2:</b> We do not have a high enough percentage of students reading on grade level. <b>Root Cause 2:</b> Students have not received consistent balanced literacy instruction with a focus on phonics and word study.
<b>Problem Statement 3:</b> We are not effectively closing the achievement gap for our special education population. <b>Root Cause 3:</b> Teachers need additional training to engage students with high emotional needs that interfere with academic growth and performance.

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

**Performance Objective 11:** Students in K-2 will meet or exceed grade level expectations by 10% over 2018 measures.

**Evaluation Data Source(s) 11:** DRA, Reading levels

**Summative Evaluation 11:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	Apr
1) Systematic use of phonics to develop basic reading skills	2.4, 2.5, 2.6	Teachers, administrators, Intervention specialists, RTI, Lexia	Students will become more fluent and skilled readers.				
Problem Statements: Demographics 1 - Student Academic Achievement 1, 2, 3							

**Performance Objective 11 Problem Statements:**

Demographics
<b>Problem Statement 1:</b> Staff is in need of additional training to meet the needs of the Whole Child. <b>Root Cause 1:</b> Our demographics are changing due to rapid growth in the community.
Student Academic Achievement
<b>Problem Statement 1:</b> We do not have enough students scoring at the "meets or masters" level on local and state assessments. <b>Root Cause 1:</b> Teachers need a deeper understanding of the depth and complexity of the TEKS
<b>Problem Statement 2:</b> We do not have a high enough percentage of students reading on grade level. <b>Root Cause 2:</b> Students have not received consistent balanced literacy instruction with a focus on phonics and word study.
<b>Problem Statement 3:</b> We are not effectively closing the achievement gap for our special education population. <b>Root Cause 3:</b> Teachers need additional training to engage students with high emotional needs that interfere with academic growth and performance.

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

**Performance Objective 1:** Implement an accountability procedure for leadership teams communicating with the teams they represent to close the communication gap.

**Evaluation Data Source(s) 1:** staff survey

**Summative Evaluation 1:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	Apr
1) Leadership teams will have a deadline to communicate with their teams and a deadline to provide feedback to Admin.		Leadership notes	Increase scores on OHI				
Problem Statements: Perceptions 2							

**Performance Objective 1 Problem Statements:**

Perceptions
<b>Problem Statement 2:</b> There is a lack of communication between leadership teams and staff members not on the leadership teams. <b>Root Cause 2:</b> Leadership team members not communicating with staff members efficiently.

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

**Performance Objective 2:** Phase I- Provide ongoing training and support for PBIS, Second Step and Conscious Discipline throughout the school year

**Evaluation Data Source(s) 2:** teacher survey

**Summative Evaluation 2:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	Apr
1) Through the implementation of social-emotional learning skills and practices, students and teachers will be better prepared to handle challenges and learn coping habits.	2.4, 2.5, 2.6	teachers, discipline and counseling referrals	fewer outburst by students, more confident staff at handling difficult students.				
Problem Statements: Demographics 1 - School Processes & Programs 1							

**Performance Objective 2 Problem Statements:**

Demographics
<b>Problem Statement 1:</b> Staff is in need of additional training to meet the needs of the Whole Child. <b>Root Cause 1:</b> Our demographics are changing due to rapid growth in the community.
School Processes & Programs
<b>Problem Statement 1:</b> We have an increase in the number of students that are lacking social-emotional skills to deal with the pressures of school. <b>Root Cause 1:</b> Students not developing coping skills at a young age.

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

**Performance Objective 3:** Provide teachers with professional development and opportunities to learn coping skills to deal with the stresses on teaching.

**Evaluation Data Source(s) 3:** teacher survey

**Summative Evaluation 3:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	Apr
1) Conscious Discipline book study through eLearning Course to implement the methodologies and structures to support teachers during stressful moments.	2.5	teachers, Admin.,	Improved Teacher welfare and reduced number of teacher absences				
Problem Statements: Demographics 1 - Student Academic Achievement 1, 2, 3 - School Processes & Programs 1							

**Performance Objective 3 Problem Statements:**

Demographics
<b>Problem Statement 1:</b> Staff is in need of additional training to meet the needs of the Whole Child. <b>Root Cause 1:</b> Our demographics are changing due to rapid growth in the community.
Student Academic Achievement
<b>Problem Statement 1:</b> We do not have enough students scoring at the "meets or masters" level on local and state assessments. <b>Root Cause 1:</b> Teachers need a deeper understanding of the depth and complexity of the TEKS
<b>Problem Statement 2:</b> We do not have a high enough percentage of students reading on grade level. <b>Root Cause 2:</b> Students have not received consistent balanced literacy instruction with a focus on phonics and word study.
<b>Problem Statement 3:</b> We are not effectively closing the achievement gap for our special education population. <b>Root Cause 3:</b> Teachers need additional training to engage students with high emotional needs that interfere with academic growth and performance.
School Processes & Programs
<b>Problem Statement 1:</b> We have an increase in the number of students that are lacking social-emotional skills to deal with the pressures of school. <b>Root Cause 1:</b> Students not developing coping skills at a young age.

**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:** Phase I- Implementation of PBIS strategies.

**Evaluation Data Source(s) 1:** reduced number of discipline referrals, reduced number of counselor referrals

**Summative Evaluation 1:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	Apr
1) Committee of teachers will be trained in the specifics of PBIS to train the remaining staff members.	2.5	Principal, AP, BI	Reduced number of discipline referrals				
Problem Statements: Demographics 1 - School Processes & Programs 1							

**Performance Objective 1 Problem Statements:**

Demographics
<b>Problem Statement 1:</b> Staff is in need of additional training to meet the needs of the Whole Child. <b>Root Cause 1:</b> Our demographics are changing due to rapid growth in the community.
School Processes & Programs
<b>Problem Statement 1:</b> We have an increase in the number of students that are lacking social-emotional skills to deal with the pressures of school. <b>Root Cause 1:</b> Students not developing coping skills at a young age.

**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:** YEAR 1-Train and implement Conscious Discipline to help teachers understand how the brain works and how to respond to students in trauma.

**Evaluation Data Source(s) 2:** reduced number of discipline referrals, reduced number of counselor referrals

**Summative Evaluation 2:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	Apr
1) Teachers will use the methods of Conscious Discipline this year to learn about the brain and how it reacts to trauma and stress, to keep themselves calm during challenging student outbursts and stressful situations.		principal, AP	Fewer students outbursts resulting in fewer discipline referrals				
Problem Statements: Demographics 1 - School Processes & Programs 1							

**Performance Objective 2 Problem Statements:**

Demographics
<b>Problem Statement 1:</b> Staff is in need of additional training to meet the needs of the Whole Child. <b>Root Cause 1:</b> Our demographics are changing due to rapid growth in the community.
School Processes & Programs
<b>Problem Statement 1:</b> We have an increase in the number of students that are lacking social-emotional skills to deal with the pressures of school. <b>Root Cause 1:</b> Students not developing coping skills at a young age.

**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 3:** Implementation of Second Step skills for success to address character traits , as well as skills for success such as growth mindset, perseverance, goal setting, etc.

**Evaluation Data Source(s) 3:** reduced number of discipline referrals, reduced number of counselor referrals

**Summative Evaluation 3:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	Apr
1) Using the lessons in Second Step teachers will teach social emotional skills to develop executive function skills in students.	2.4, 2.5, 2.6	Principal, AP	A well-rounded students who can function when faced with challenging work, can make friends and get along.				
	Problem Statements: Demographics 1 - School Processes & Programs 1						

**Performance Objective 3 Problem Statements:**

<b>Demographics</b>
<b>Problem Statement 1:</b> Staff is in need of additional training to meet the needs of the Whole Child. <b>Root Cause 1:</b> Our demographics are changing due to rapid growth in the community.
<b>School Processes &amp; Programs</b>
<b>Problem Statement 1:</b> We have an increase in the number of students that are lacking social-emotional skills to deal with the pressures of school. <b>Root Cause 1:</b> Students not developing coping skills at a young age.

**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 4:** Year 1 of Conscious Discipline Parent Training

**Evaluation Data Source(s) 4:** attendance

**Summative Evaluation 4:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	Apr
1) Parents will be trained in the methods of Conscious Discipline and how they can use the methods at home to support efforts at school	3.2	Principal	Students will gain more control over their emotions				
Problem Statements: School Processes & Programs 1							
2) Informal Parent Surveys will be sent to get frequent parent input	3.1, 3.2	Admin.	Increased parent satisfaction and involvement in academic opportunities				
Problem Statements: Demographics 1 - School Processes & Programs 1, 2 - Perceptions 1							
							

**Performance Objective 4 Problem Statements:**

<b>Demographics</b>
<b>Problem Statement 1:</b> Staff is in need of additional training to meet the needs of the Whole Child. <b>Root Cause 1:</b> Our demographics are changing due to rapid growth in the community.
<b>School Processes &amp; Programs</b>
<b>Problem Statement 1:</b> We have an increase in the number of students that are lacking social-emotional skills to deal with the pressures of school. <b>Root Cause 1:</b> Students not developing coping skills at a young age.
<b>Problem Statement 2:</b> Parent volunteers have been limited to PTA members only <b>Root Cause 2:</b> Limited opportunities for parents to volunteer during the day.
<b>Perceptions</b>
<b>Problem Statement 1:</b> Parents do not believe that the staff communicates effectively or frequently enough to keep them informed about what their children are learning. <b>Root Cause 1:</b> Staff are only sending the weekly newsletters in email and not posting on social media.

**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 5:** Create a MOM Squad to increase parent involvement

**Evaluation Data Source(s) 5:** attendance

**Summative Evaluation 5:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	Apr
1) MOMS will be able to work in the classrooms and assist students. (This strategy will mirror the Watch DOG program)	2.4, 2.6, 3.2	Counselor, Principal, parent survey	more parent involvement				
Problem Statements: School Processes & Programs 2							

**Performance Objective 5 Problem Statements:**

School Processes & Programs
<b>Problem Statement 2:</b> Parent volunteers have been limited to PTA members only <b>Root Cause 2:</b> Limited opportunities for parents to volunteer during the day.