

**Northwest Independent School District**  
**Schluter 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.

# **Carl E. Schluter Elementary School Vision**

Learners today...Leaders tomorrow!

## **Carl E. Schluter Elementary School Mission Statement**

Schluter Elementary is preparing today's learners to be tomorrow's leaders by partnering with our families and community to ensure all students achieve their highest degree of personal and academic success.

# Comprehensive Needs Assessment

Revised/Approved: September 16, 2015

## Demographics

### Demographics Summary

Who are we? Student Groups?

-At Risk, Sped-10% (34% at risk), GT-42 students (2 are ED), ELL-4 students

In what programs do we have the most participation? The least?

-Running Club and Basketball Club had the most participation.

-Math enrichment-57 students (K-5)

DO our opportunities match our belief system?

-Yes, we believe in the whole child and offer diverse extracurricular opportunities (clubs, passion projects, PBLs, etc.)

Attendance Rates

-ended the year at 96.33%

Discipline

-Referrals-

### Demographics Strengths

What do we do really well?

We are doing a really good job at getting our students to meet min standards

What student groups are excelling?

We have student groups excelling in specific areas, (i.e 5th grade Science- Girls, SES approaches Level is above grade average; African Americans performing above the average of the grade in most grades; ELLs in 4th grade are Meeting grade level expectations on STAAR;

What programs are excelling?

Our students are closing gaps, we are seeing out 3-5 students being more successful this year than last year.

What support systems are in place?

We are using staff to help support our teachers in creative ways:

Flexible Grouping

Math intervention (para position)

Alternative Schedules in 5th grade (Middle School day)

How do we know?

We can see is in the Data.

We ask the students for feedback on supports we try.

### **Problem Statements Identifying Demographics Needs**

**Problem Statement 1:** Students are not reaching their highest potential. **Root Cause:** Students need to see that "passing" isn't enough

## **Student Academic Achievement**

### **Student Academic Achievement Summary**

How are our students doing? What groups excelled? What groups struggled?

-Excelled: GATES students excelled; 1st grade DRA (80%); 3rd Math STAAR: At risk (74%), Sped (62%), ED (81%); 3rd Reading STAAR: At risk (67%), Sped (62%)

-Challenges: Sped made gains in achievement in STAAR, but not enough gains;

State vs benchmark data?

Where do we see achievement gaps?

Our At-Risk and ED students are showing to have more gaps than other student groups. SpEd students are showing gains, but not large enough gains.

### **Student Academic Achievement Strengths**

Where does our campus excel?

Our students do well at approaching the minimum standard.

What content and/or grade level seems to perform at the highest level?

5th grade tends to do better on State Testing.

What tools/interventions/strategies yielded the greatest results?

Our flexible grouping has shown to be successful

Why?

It is targeted intervention.

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

**Problem Statement 1:** Students need more engaging tasks to reach a deeper understanding. **Root Cause:** Students need to see the relevance in their work in order to apply their learning.

**Problem Statement 2:** Teachers need deeper understanding of best practices to be more effective in the classroom. **Root Cause:** Teachers need to be given opportunities in varied concepts to continue to grow and learn. #leadlearner

## **School Processes & Programs**

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

Does the rigor and relevance of instruction align with TEKS? Is it cognitively demanding? How do you know?

What programs provide intervention? Enrichment?

-Intervention: small group instruction, flexible grouping, math interventionist, RtI, literacy interventionist, multiple teachers involved, tutoring, CM, co-teaching

-Enrichment: clubs, DI, UIL, extensions, math enrichment, zSpace, Depth & Complexity, math acceleration

How does the campus ensure that needs are analyzed and prioritized?

-Literacy updates, data, instructional coaches, RtI

How does the campus intentionally support all students? All teachers?

- Students are supported by the entire grade level.

- Flex-grouping as a grade, data sharing to find trends and plan lessons

- Teachers are supported by Coaches, Coordinators, Administration, BIs, colleagues, book studies, Emotional Intelligence

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

What are some programs or initiatives that are going really well on your campus?

-flexible grouping, UBC, UIL, clubs-gardening club (offers student choice based on interest)

Where are your strengths in instructional planning How are PLCs impacting students?

- We see the targeted interventions are helping students (Math intervention, Flexible grouping, Middle School day) be more successful.



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

**Problem Statement 1:** Students are needing more time to understand concepts at a deep level. **Root Cause:** Students need a strong understanding of concepts.

## Perceptions

### Perceptions Summary

How would students/teachers describe your campus? How is this the same or different from teachers' descriptions? Describe learning experiences?

-Most enjoy school (surveys, principal's roundtable); small percentage do not like school due to emotional/social issues

Do all student groups have the same perceptions? How do you know?

Do campus events/activities promote widespread student participation?

-Yes, we have a variety of events throughout the day. We offer clubs before and after school. Events for families are in the evenings at the same time, from 5:30-7:00pm. Assemblies are always first thing in the morning at 7:40am.

How are parents and community involved in your school?

2018-2020 School of Excellence Award, Watchdogs, PTA membership awards, Mentoring Moms, Family nights, Family Picnics, Carl Day, Popcorn Fridays, Popsicles in the Park

### Perceptions Strengths

What are some strengths in the way the campus communicates with home and community?

-Weekly newsletters from teachers, VIP Facebook group, Refrigerator notes by six weeks, Monthly newsletters from school, Seesaw, teachers have class social media accounts

What systems are in place that positively impact either discipline or attendance or both?

-PBIS initiatives, attendance incentives, attendance meetings and contracts with parents, phone calls home, engaging learning experience to get students excited about coming to school

What are things in terms of parent involvement that the campus does really well?

-Reading buddies, Math/Reading/Science nights

What are some recognitions your campus/teachers/students have received?

PTA 2018-2020 School of Excellence Award, PTA Membership Awards, NISD Writer of the Month, UIL, teacher grants

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

**Problem Statement 1:** We want a strong relationship between our school and the families and community we serve. **Root Cause:** We need to work to strengthen the relationship both in communication and transparency.

# 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

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

## Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- 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
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Local diagnostic math assessment data
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Local benchmark or common assessments data
- Student failure and/or retention rates
- Running Records results
- Observation Survey results

## Student Data: Student Groups

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

- Special education population, including performance, discipline, progress, and participation data
- 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
- Discipline records
- Student surveys and/or other feedback
- School safety data

### **Employee Data**

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

### **Parent/Community Data**

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

### **Support Systems and Other Data**

- Organizational structure data
- Communications data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results

# Goals

Revised/Approved: May 29, 2018





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

**Performance Objective 1:** Schluter Elementary School will provide diverse learning experiences to ensure that all students are successful.

**Evaluation Data Source(s) 1:** As a staff we will evaluate student growth during: RTI, PLCs, Literacy Updates, SpEd updates. To show growth we will look at variety of student data: CBAs, DRA, Goal setting, Lexia data, IM, Progress monitoring collection (work samples), Raz-Kids.

**Summative Evaluation 1:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Dec	Feb	Apr
1) Goal Setting Focus: As a campus we are helping students set reach goals. Students will be setting, reflecting, and tracking their goals. Teachers will be meeting with students to evaluate the goals regularly.	All Staff	<p>Students will be able to verbalize their goals to peers and adults. Students will regularly meet with teacher to check in on their progress on their goals. Teachers will help students develop their own goals, not the teacher's goal.</p> <p>The Impact we are hoping to see is that students will see the important of setting goals and owning their own learning. We think we will see students be more successful when they set the path they need to be on to be successful.</p>				
Problem Statements: Demographics 1						

<p>2) Extra-curricular activities: We have 8 vendors that offer clubs after school and we have even more teachers that offer clubs for students.</p>	<p>Librarian Administrators Teachers</p>	<p>We are adding more teacher lead clubs this year based on student request, as well as to give students more innovative pathways to their own personalized learning. Computer Club: This club is a student paced online "club". Students will be completing task to earn badges to become a Tech Assistant and become more efficient in using their Chromebooks. Gardening Club- Students requested this club to learn about taking care of a garden.</p>				
<p>Problem Statements: Student Academic Achievement 1</p>						
<p>3) Dynamic Learning Experiences: We are working to creating lessons that the students are not only excited by, but are challenged to think more deeply.</p>	<p>Teachers Principal</p>	<p>Teachers are designing lessons to allow the students to do the heavy thinking, PBL, breakout boxes, and STEAM lessons. We are using our STEAM Lab, zSpace Lab, Library to develop lessons that are tailored to students interest and pushes students to think deeper.</p>				
<p>Problem Statements: Student Academic Achievement 1</p>						
<p>4) Houses</p>	<p>All Staff</p>	<p>We are going to have houses this year. We are divided all classrooms into 6 houses. We will use these houses to help build vertical relationships. The houses will complete in challenges, service projects, as well as team building throughout the year.</p>				
<p>5) Depth and Complexity</p>	<p>Depth and Complexity team Administrators Team Leaders</p>	<p>We will be using the Depth and Complexity icons to help students frame their thinking. We are asking students to own their learning; this will help students have a common language during the learning process.</p>				
<p>Problem Statements: Student Academic Achievement 1</p>						
<p>6) Math Enrichment</p>	<p>Liz Smith Administration</p>	<p>We are challenging all students in their math classes. We have students accessloring to higher grade levels and working through extension activities. Teachers are working as a grade level, as vertical teams, and with our GATES teacher to ensure we are helping students reach their potential in math.</p>				
<p>Problem Statements: Demographics 1</p>						
<p style="text-align: center;">  = Accomplished       = Continue/Modify       = No Progress       = Discontinue </p>						

**Performance Objective 1 Problem Statements:**

<b>Demographics</b>
<b>Problem Statement 1:</b> Students are not reaching their highest potential. <b>Root Cause 1:</b> Students need to see that "passing" isn't enough

## Student Academic Achievement

**Problem Statement 1:** Students need more engaging tasks to reach a deeper understanding. **Root Cause 1:** Students need to see the relevance in their work in order to apply their learning.



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

**Performance Objective 1:** Schluter Elementary School will recruit, develop, retain, and recognize an exceptional, highly motivated staff to optimize student engagement and learning.

**Evaluation Data Source(s) 1:** Classroom Observations, Walkthroughs, Humanex interviews, Continuing Professional Development throughout the year

**Summative Evaluation 1:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Dec	Feb	Apr
1) Protocols in PLCs	Leadership Team Adminsitrators	Send more teachers to the protocols training and have more teachers lead PLCs and Staff Development.				
		Having teachers use the protocols to mantain focus what the data says and what their next steps should be.				
Problem Statements: School Processes & Programs 1						
2) New Teachers acclimate to the Schluter Family	Mentors Administrators	Take new teachers on walkthroughs of their peers. (Looking for specific strategies.)				
		Check in with mentors to ensure the new teachers have what they need.				
Problem Statements: Student Academic Achievement 2						
3) Develop Highly effective teams	Administrators Team Leaders	PLCs will meet regularly to evaluate where they are as a team and what they need to do next to move forward. Team Leaders have attended training to give them more tools in working with their teams.				
4) Thursday Professional Development	Leadership Team Administration	Using our Staff meeting time as professional development. - Send emails as opposed to meeting - Use Operational teams to share "meeting" information that needs more discussion or explanation.				
		Use our Team Leaders and expert teachers to lead our learning. Use staff surveies, walkthroughs, team leader meetings to drive topics covered.				
Problem Statements: Student Academic Achievement 2						

5) Collective Efficacy	Administration Team Leaders Teachers	Teachers are building their Collective Efficacy within their teams. Teachers are using each other as resrouces. We are continuing to grow in this area through book studies, professional development, stepping outside of our comfort zone and use new strategies.				
	Problem Statements: Student Academic Achievement 2					

**Performance Objective 1 Problem Statements:**


<b>Student Academic Achievement</b>
<b>Problem Statement 2:</b> Teachers need deeper understanding of best practices to be more effective in the classroom. <b>Root Cause 2:</b> Teachers need to be given opportunities in varied concepts to continue to grow and learn. #leadlearner
<b>School Processes &amp; Programs</b>
<b>Problem Statement 1:</b> Students are needing more time to understand concepts at a deep level. <b>Root Cause 1:</b> Students need a strong understanding of concepts.

**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:** Schluter Elementary will work with to engaging all stakeholders into helping students be successful.

**Evaluation Data Source(s) 1:** Parent Surveys, Student surveys, Principal's Round-table information, PTA feedback

**Summative Evaluation 1:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Dec	Feb	Apr
1) PTA Team	Principal	Work with the PTA to build strong relationships that work together.				
Problem Statements: Perceptions 1						
2) Volunteer 101	Principal	We are hosting a volunteer class to help our community see what opportunities we have at Schluter for them to volunteer. We are also using this time to answer questions about volunteers and to set expectations.				
3) Family Nights	PTA Administrative Team	We will offer a varietey of evening events: classes, content showcases, and learing opportunities.				
Problem Statements: Perceptions 1						
4) Communication	Staff	We will increase the places we include informtation: Webite Facebook Refridgerator Notes Newsletters Remind 101 Grade level newsletters  We will work to give the dates of events earlier to help families attend.				
Problem Statements: Perceptions 1						
						

**Performance Objective 1 Problem Statements:**

## Perceptions

**Problem Statement 1:** We want a strong relationship between our school and the families and community we serve. **Root Cause 1:** We need to work to strengthen the relationship both in communication and transparency.

## 2018-2019 Campus Site-Based Committee

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Administrator	Amy Howell	
Administrator	Kasey Rogers	
Parent	Rebecca Kelley	
Parent	Cynthia Villagran	
Parent	Beth Dickerson	
Parent	Kevin Peet	
Community Representative	Crystal Zschirnt	
Parent	Robin Kazen	
Non-classroom Professional	Lauren Kane	
Non-classroom Professional	Jennifer Anderson	