

Northwest Independent School District
Sendera Ranch Elementary School
2018-2019 Campus Improvement Plan



Mission Statement

Sendera Ranch Elementary will engage in meaningful relationships with ALL students, families and community in order to foster a culture of learning that prepares ALL students to confidently and successfully impact their future.

Vision

Sendera Ranch Elementary empowers learners and leaders in order to positively impact their environment.

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.

Sendera Ranch Elementary School Vision

The **Sendera Ranch** learning community will motivate students and provide safety nets to ensure that students:

reflect and think critically, work with and through others, and perform on grade level or above.

Comprehensive Needs Assessment

Demographics

Demographics Summary

Sendera Ranch Elementary is a Kindergarten through 5th grade campus located in Haslet Texas right in the middle the Sendera Ranch neighborhood. The school's first year was in 2007/2008 and has recieved overwhelming parental and community support each year through our volunteers, fundraising campaigns and supporting us on various committees.

Sendera Ranch Elementary's student population is made up of 71.7% White, 20.6% Hispanic, 3.6% African American, 2.1% Asian, 1.6% Two or More Races, 12.3% Economically Disadvantaged, 2.5% ELL, % GT, 10% SPED, % 504, and 40.2% At Risk, 8.2% Mobility Rate . We are also fortunate to house a specialized unit (PACEE) on our campus. (Data taken from 2016-17 TEA School Report Card)

This year, the district has done some re-zoning which is giving us an additional 130-150 students that have most recently attended JCT Thompson Elementary. We expect that with the additional students we are receving, our demographics will change accordingly.

Demographics Strengths

What do we do really well?

What students groups are excelling? 3rd grade STAAR Scores were top in the school.

What programs are excelling? Clubs, Leadership Club, Longhorn 4th and 5th choir,

What support systems are in place? Tier time

How do we know? Campus Goals align with team goals and we have procedures in place for consistent monitoring/check in an accountability through Instructional Leadership Team, Team PLC's, Vertical Team PLC's etc.

One of our greatest strengths is our welcoming enviornment and community feel that our parents, staff, students and community feel a part of our family. In the past year we have both grown by 150 plus students due to boundary changes. These changes in size have brought about changes in student and staffing needs. We have learned how to welcome more than 150 new families and help them to become a part of the Sendera Ranch community while addressing the varied needs of the new student population. We added new staff members in each grade due to both grow and increased amount of staff needed to serve

various roles.

Our parent and community support is a consistent strength that helps bind our school together throughout the changes this year with the addition of 150 new students that previously attended Thompson Elementary. We have strong partnerships with two local churches that provide snackpacks, extra tutors, school supplies, and teacher support. We have Watch DOGS in our building to tutor students, provide a strong male role model and build relationships with our students. Our PTA is led by a superb board of directors and offers support through classroom supplies, teacher morale building, community activities, and student learning opportunities.

Problem Statements Identifying Demographics Needs

Problem Statement 1: With our sub pops increasing steadily, are we prepared as a campus to meet the needs of every student/every day? (considering PBMAS) **Root Cause:** Demographics changing, but staff development has not changed in its approach.

Problem Statement 2: Student performance on CBAs and Benchmarks is not matching their in class performance. **Root Cause:** Engagement of lesson and understanding of content knowledge and delivery.

Student Academic Achievement

Student Academic Achievement Summary

Below are the percentages of where our students fell in various end of the year assessments. We feel as a campus that the percentages to accurately depict what our students are capable of. When doing formative and in class work, we see much higher scores that have not necessarily translated to our state assessments. With that being said, we plan to address our student performance on summative and state assessments by motivating students to perform at their best.

2017 - 2018 Kindergarten through 2nd Grade End of Year % of students who are on or above level on DRA.

Kindergarten - 90%

1st Grade - 81%

2nd Grade - 82%

2017 - 2018 3rd-5th End of Year % of students who made at least one year's growth on DRA.

3rd Grade - 82%

4th Grade - 81%

5th Grade - 84%

STAAR 2017-2018

3rd Math

Approaches – 82%

Meets – 46%

Masters – 20%

3rd Reading

Approaches – 93%

Meets – 53%

Masters – 35%

4th Reading

Approaches – 73%

Meets – 50%

Masters – 23%

4th Writing

Approaches - 56%

Meets – 40%

Masters – 9%

4th Math

Approaches – 71%

Meets – 41%

Masters – 26%

5th Math

Approaches -92%

Meets- 65%

Masters- 35%

5th Reading

Approaches -88 %

Meets -68 %

Masters - 39%

5th Science

Approaches – 85%

Meets- 43%

Masters- 14%

6th Math

Approaches – 100%

Meets – 100%

Masters – 100%

Student Academic Achievement Strengths

90% of our Kindergarteners are on/above grade level for reading. +6 % from last year.

81% of our First Grade students are on/above grade level for reading. +1 % from last year.

82% of our Second Grade students are on/above grade level for reading. +4% from last year.

82% of our Third Grade students are on/above grade level for reading. +12% from last year.

81% of our Fourth Grade students are on/above grade level for reading. -5% from last year.

84% of our Fifth Grade students are on/above grade level for reading. -7% from last year.

As a campus, 83% of our students are reading on or above grade level. We have put a goal of 93% of our students will be reading at or above grade level at the end of the 2018-2019 school year.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: Our campus performs on average with the district when comparing students reading on/above grade level. **Root Cause:** We have students who are not having their needs met in order to make growth in reading.

School Processes & Programs

School Processes & Programs Summary

- We are continuing to work on knowing our content as teachers. We are focusing on our readiness and supporting TEKS and knowing the difference between the two. We are also working on planning for our variety of learners we serve with intentional questioning, lessons that allow students to work through the productive struggle and come out having grasped the concept and objective. We continue to capitalize on all of our resources provided to us in NISD. Math coaches and coordinators, ELA coaches and coordinators. With these resources and our intentional work toward our campus goals we are being consistently persistent with alignment and cognitive demand. We know because of classroom observations and walkthroughs, Checking of lesson plans, work with our ILT and vetical teams.
- We have 30 minutes of Tier time and intervention built into our campus master schedule. At this time grade levels flexibly group their students to meet their individual needs. Students are also visiting our campus interventionist, literacy support teacher and GATES teacher for extension and intervention.
- Our campus ensures that needs are being met by relying on our RTI process, progress monitoring and data tracking of our students. Our campus ensures that needs are analyzed and prioritized by putting procedures and routines in place so that our teachers and students are successful. We utilized the NISD At Risk criteria to determine who is eligible for RtI. RtI meetings are scheduled based on the Tier. Tier 2 and 3 have an initial meeting at the beginning of the year. Tier 2 then meets at Middle and End of year with data entry team PLC's every 2 weeks. For Tier 3 students we meet for our initial and then once a 6 weeks. With data entry every 2 weeks in team PLC's. With the addition of a literacy support staff member this year we will be able to provide intervention to more of our RtI students.
- Students-comprehensive guidance program for all, "slow start," morning meetings, access to counselor, some students have "PALS".

School Processes & Programs Strengths

At Sendera, we are extremely proud of our RTI process and we consider it a strength as a whole for the campus. Each grade level is on board with the process and takes the appropriate measures to ensure we are meeting the needs of our students. This includes both academically and socially/emotionally.

We offer a variety of clubs at our school to ensure the School Plus 2. WE have K-5 club time built into the master schedule every other Monday. We also

offer after school programs such as Choir or Running Club.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: At times, school processes haven't been communicated to all staff members thoroughly. **Root Cause:** School leadership relying on others to communicate processes to each other rather than communicating directly.

Problem Statement 2: School personnel not completely understanding what is expected of them. **Root Cause:** School leadership not being as direct as they need to for certain school processes and expectations.

Perceptions

Perceptions Summary

- Our campus is an inviting place to learn and explore activities that are interesting. They enjoy clubs and activities offered before or after school. They feel safe and cared for. The 3-5 survey showed us the kids are safe. They feel they can talk to teachers and build relationships.
- We feel that for the most part, all student groups feel the same about our school. With receiving 130-150 students from a neighboring campus, we will have a challenge to get them just as excited about our school as the campus they are leaving. A challenge we welcome!

Our clubs provide an opportunity for all students to participate. Leadership club, Ultimate Book Challenge, Choir, UIL and running club all provide opportunities for students to enjoy activities outside the classroom.

Parents participate in PTA, Fun Run, Reading Stampede and volunteer in the school on a weekly basis.

Perceptions Strengths

At SRE, we pride ourselves in being open and transparent with our families and communities. We try and reinforce this through our constant communication via email, newsletters, text messaging, website, and phone communication. We are currently seeing an increase in attendance when we host "after-school" events or assemblies.

Our approach to becoming a more welcoming environment has started with our professional development focus. We are moving more towards creating engaging, interactive lessons which will motivate students to learn at their highest potential. We also feel that this approach will lend itself to a positive impact on behavior. We understand that sometimes our students misbehave because they are bored or aren't engaged. We are hoping that by motivating our students by intentionally planning for them, we will see a decrease in behavior incidents. Included in this, we plan to see an increase in our attendance rates. If our students are engaged, and want to come to school, then they will do everything in their power to be here.

Our campus has always welcomed any and all parents to come up and volunteer in our building. We have a pocket of our parents that enjoy being involved and we have never turned them away. Our goal is to reach out and be able to invite our new students and their families to do the same.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Not ALL staff members feel as though they are equal parts in making the school successful. **Root Cause:** It is perceived that a select few are viewed as more important than others via the leadership team.

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
- 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 Released Test Questions
- 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
- 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
- Mobility rate, including longitudinal 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

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data

- Budgets/entitlements and expenditures data

Goals

Revised/Approved: May 29, 2018

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

Performance Objective 1:

Our students need lessons that provide choice and variety of learning opportunities in order to engage their interests and intrinsic desire to learn, thus motivating them to perform at their full potential.

Evaluation Data Source(s) 1: Monitor progress toward are theory of actions timelines at the BOY, MOY, EOY and in between with ILT and Team PLC check ins.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	Apr
PBMAS 1) Providing teachers professional development that helps them both plan and deliver lessons that will engage their students.	2.4, 2.5, 2.6	Monitor what professional development we are delivering as well as monitoring lesson plans of teachers.	Teachers will plan and deliver engaging lessons that reach students (relevancy).				
Problem Statements: Demographics 2							

Performance Objective 1 Problem Statements:


Demographics
Problem Statement 2: Student performance on CBAs and Benchmarks is not matching their in class performance. Root Cause 2: Engagement of lesson and understanding of content knowledge and delivery.

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

Performance Objective 2: 93% of all readers will be on level by EOY

Evaluation Data Source(s) 2:

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	Apr
<p>PBMAS</p> <p>1) As a campus, increasing our on or above level readers by 10%.</p> <p>Progress towards our campus goal will be reviewed at each ILT meeting along with an update towards grade level goals to help campus achieve it's goal.</p>	2.4, 2.5, 2.6	We will due a "state of the grade level" at each ILT meeting (roughly every two weeks) as teachers move their students through their reading levels.	We expect that with the increase of monitoring and focus on meeting with students, our campus will reach 93% on or above level for reading.				
Problem Statements: Student Academic Achievement 1							
							

Performance Objective 2 Problem Statements:

Student Academic Achievement
Problem Statement 1: Our campus performs on average with the district when comparing students reading on/above grade level. Root Cause 1: We have students who are not having their needs met in order to make growth in reading.

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

Performance Objective 3: Students in grades 3-5 increase on "meets" and "masters" on state assessments by 10% in all content areas.

Evaluation Data Source(s) 3: State assessments

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	Apr
1) By engaging students in well thought out lessons and relationships they have built, students will increase their achievement on state assessments by 10%.	2.4, 2.5, 2.6, 3.1, 3.2	We will monitor lesson planning and look specifically for lessons that not only engage but extend the learning.	Increase in student achievement on state assessments.				
Problem Statements: Demographics 2							

Performance Objective 3 Problem Statements:


Demographics
Problem Statement 2: Student performance on CBAs and Benchmarks is not matching their in class performance. Root Cause 2: Engagement of lesson and understanding of content knowledge and delivery.

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

Performance Objective 1: Provide teachers opportunities to take part in professional learning communities weekly, during which they will collaborate on goal setting, planning and exchange knowledge of how to best serve students.

Evaluation Data Source(s) 1: PLC agendas, lesson plans, T-Tess observations, ILT and OLT meeting updates

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	Apr
1) Schedule non-negotiable times for teams to meet as a PLC together.	2.4, 2.5, 2.6, 3.1, 3.2	Monitoring PLC agendas/minutes as the team leads turns them into the team drive.	A much higher collective effort as a grade level to best serve students.				
Problem Statements: School Processes & Programs 2							
2) Teachers will meet weekly, follow PLC agendas and usually submit finished product/minutes to team drive.	2.4, 2.5, 2.6, 3.1, 3.2	Check the team's PLC agenda/minutes for thoroughness and ask questions accordingly.	A more collective effort of a team with a heightened focus on student achievement.				
Problem Statements: School Processes & Programs 2							
							

Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 2: School personnel not completely understanding what is expected of them. Root Cause 2: School leadership not being as direct as they need to for certain school processes and expectations.

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

Performance Objective 2: Invest time into teachers expanding their content knowledge in order to best meet student needs in and out of the classroom.

Evaluation Data Source(s) 2: Classroom observations, T-Tess, teacher retention info.

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	Apr
1) Offer teachers choice in professional development that is given. Make resources available.	2.4, 2.5, 2.6	T-Tess goals and PD plan. Ensure what a teacher has set as a goal is tracked for progress.	Teacher retention.				
Problem Statements: Perceptions 1							

Performance Objective 2 Problem Statements:


Perceptions
Problem Statement 1: Not ALL staff members feel as though they are equal parts in making the school successful. Root Cause 1: It is perceived that a select few are viewed as more important than others via the leadership team.

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: Sendera Ranch Elementary will foster an environment that communicates with all stakeholders to keep them informed of the school's news/information.

Evaluation Data Source(s) 1: Communication: websites, phone calls, emails, social media accounts

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative		Summative	
				Oct	Dec	Feb	Apr
1) Making sure we communicate with our entire student population and community through various modes of delivery.	3.1, 3.2	Admin, teachers, communication liaison	An environment of well informed stakeholders where communication is ongoing and interactive.				
Problem Statements: Demographics 1							
							

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: With our sub pops increasing steadily, are we prepared as a campus to meet the needs of every student/every day? (considering PBMAS) Root Cause 1: Demographics changing, but staff development has not changed in its approach.