Pflugerville Independent School District

Northwest Elementary School

2023-2024 Board Approved

Board Approval Date: October 19, 2023

Mission Statement

The Leadership Academy @ Northwest Elementary inspires all leaders to collaborate, build integrity, and create a legacy of empowered learners.

Vision

The Leadership Academy @ Northwest Elementary seeks to maximize the academic and citizenship potential of all its students to prepare them for life long learning.

Core Beliefs

Northwest Elementary believes all students can learn at high levels, develop exemplary social skills, and make positive contributions to our community. We collaborate to empower all learners to maximize their potential.

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Comprehensive Needs Assessment

Revised/Approved: August 30, 2023

Needs Assessment Overview

Needs Assessment Overview Summary

The campus student achievement data shows a decline in student scores from 64% to 59%. The campus continues to struggle with the needs of new teachers and teacher facilitators while increasing the rigor and student engagement in teaching practices. Parent involvement, although improving, is still an area to address.

Demographics

Demographics Summary

Northwest Elementary (NWES) is part of Pflugerville ISD but is physically located in Austin, Texas. NWES serves students in EE-5th grade with a 2023-2024 total student enrollment of 388. Our community has become more urban as many families are moving out of Austin, Texas. We are a racially, ethnically, and socioeconomically diverse Title I Schoolwide campus. We are a neighborhood school with some of our students coming from eighteen nearby apartment complexes. We have three general education buses and 2 special education buses.

Our community businesses (HEB and restaurants) have donated many items for teacher incentives and we have Backpack Friends and local church and businesses that provided school supplies and clothing to students. Our family involvement efforts have been affected by mobility of families. We have seen a slow increase in family participation with on campus event. For the 2023-2024 school year, there will be several family outreach programs, including Meet the Teacher, open House, Family nights for Literacy, Math and Science. The campus is working to establish a strong parent volunteer base.

Students

Our campus student demographics are as follows:

Student Demographics - Northwest Elementary School (Source: TAPR & OnDataSuite)					
	2019-2020	**2020-2021**	**2021-2022**	**2022-2023**	**2023-2024**
Total Enrollment	**548**	**437**	**388**	**397**	388
African American	26.5%	28.1%	29.2%	23.9%	31.8%
Hispanic	35.6%	32.7%	39.2%	38.%	39.6%
White	18.6%	21.5%	32.7%	19.3%	40.6%
American Indian	0.0%	0.0%	4.6%	.26%	5.2%
Asian	13.5%	15.8%	15.7%	14.1%	16.5%
Pacific Islander	0.0%	0.2%	0.3%	0.3%	1%
Two or More Races	4.7%	3.2%	4.9%	5.0%	4.7%

In the 2023-2024 school year, there was an 22% decrease in the percentage of students identified as economically disadvantaged, as well as a 42% decrease in At-Risk students compared to the prior year. There was a 8% decrease in English Learners. There has been a decrease in the number of students receiving dyslexia, Gifted and Talented and Section 504 services over the past several years.

Student Special Program Identification/Participation - Northwest Elementary School (Source: TAPR & OnDataSuite)					
	2019-2020	**2020-2021**	**2021-2022**	**2022 - 2023**	**2023-2024**
Economically Disadvantaged	82.3%	74.1%	60.2%	70.8%	48.2%
Emergent Bilingual students	30.1%	33.0%	20.6%	33.1%	25.8%
At-Risk	69.7%	60.2%	60.2%	69.8%	27.6%
Special Education	13.3%	14.4%	14.2%	13.8%	15.1%
Gifted & Talented	3.3%	3.2%	3.0%	2.6%	2.3%
Dyslexia	6.0%	5.7%	5.2%	4.2%	2.6%
Section 504	6.8%	7.6%	7.1%	5.5%	3.4%
Immigrant	8.0%	8.2%	7.8%	4.4%	6.3%
Homeless	4.9%	1.6%	2.0%	1.0%	0.5%
Migrant	0.0%	0.0%	0.0%	.25%	0.0%
Campus Mobility Rate	24.7%	23.8%	23.4%	Not yet reported	Not yet reported

Staff

NWES has had significant staff turnover in recent years. For the 2022-2023 school year, teachers new to the campus was at 32%. For the 2023-2024 school year there are 22% staff new to the campus . This is an improvement for teacher retention, however, there are 7 teacher facilitators on campus. The demographics of our teachers do not match the demographics of our students, with data remaining stagnant. While we have made gains for matching demographics in several student groups we still have some areas to grow in such as African American and Hispanic.

Teacher Demographics - Northwest Elementary School (Source: TAPR)					
	2017-2018	**2018-2019**	**2019-2020**	**2020-2021**	**2021-2022**
Total Teachers	42.1	42.3	39.3	32	36.8
African American	9.5%	9.5%	5.1%	7.7%	10.2%
Hispanic	19.0%	23.6%	30.5%	25.5%	16.3%
White	64.4%	62.1%	56.7%	59.2%	65.3%
American Indian	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	0.0%	0.1%	2.5%	2.6%	2.7%
Pacific Islander	0.0%	0.0%	0.0%	0.0%	0.0%
Two or More Races	7.1%	4.7%	5.1%	5.1%	5.4%

Teachers by Years of Experience - Northwest Elementary School (Source: TAPR)					
	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Beginning Teachers	7.1%	0.0%	17.7%	2.5%	8.1%
1-5 Years Experience	38.0%	47.3%	43.0%	51.0%	40.8%
6-10 Years Experience	16.6%	16.5%	23.3%	20.9%	24.0%
11-20 Years Experience	21.7%	26.8%	23.1%	20.5%	30.2%
Over 20 Years Experience	16.6%	9.4%	7.6%	5.2%	5.4%
Over 30 Years Experience	-	-	-	-	-

Demographics Strengths

NWES demographics provide an opportunity for students, staff, and parents to thrive in a diverse campus culture that reflects the Texas and global community.   The strength of having a diverse community is the opportunity for students to learn different cultures and backgrounds. We continue to work on celebrating our student's diversity. Our community assists our families with meeting their needs. We have students that participate in Backpack Kids where food is provided to the families on the weekends. Our community hosts a diversity event that is run by parents, to highlight their cultural heritage. Our entire staff works hard to connect families with many varied resources.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Teacher turnover and high teacher movement within the building has led to inconsistencies in the implementation of the specific grade level curriculum.   **Root Cause:** Lack of continued PD for new teachers/teacher facilitators and loss of instructional coaches.

Problem Statement 2 (Prioritized): Restorative Practices and PBiS processes are not ingrained campus wide.   **Root Cause:** Staffing turn over, including PBiS committee members. have affected consistency of expectations and implementation.

Problem Statement 3 (Prioritized): Teachers are unfamiliar with the unique needs of students who are identified under special programs or may meet the qualifiers who transition in during the school year and . With more than 30 different languages spoken by our families, it is difficult to meet the many varying needs.   **Root Cause:** Inexperienced teachers and the lack of opportunities for ESL training of teacher facilitators and delays in data from previous schools and identification of possible special program needs throughout the year that changes with high mobility.

Student Learning

Student Learning Summary

2022-2023 Accountability Rating - The current projection is that NES will be an ESF school with projected F ratings based on preliminary calculations.

2021-2022 Accountability Ratings

For the 2021-2022 school year, the Northwest Leadership Academy successfully raised their overall rating to a B from an F (that was assigned in 2018-2019).

Accountability Rating Summary

	Component Score	Scaled Score	Rating
Overall		81	**B**
Student Achievement		64	Not Rated: Senate Bill 1365
STAAR Performance	37	64	
College, Career and Military Readiness			
Graduation Rate			
School Progress		83	**B**
Academic Growth	77	83	**B**
Relative Performance (Eco Dis: 72.0%)	37	63	Not Rated: Senate Bill 1365
Closing the Gaps	70	76	**C**

* To align with Senate Bill 1365, a Not Rated label is used when the domain or overall scaled score is less than 70.

NWES was identified as a *Targeted Support & Improvement School* based on the White student group missing the same 3 Closing the Gaps indicators for 3 consecutive years (2018, 2019, 2022) in Meets Grade Level or Above performance in Reading and Math (Academic Achievement), and average performance across Reading, Math, and Science STAAR (Student Success). Based on this intervention label, NWES will continue to engage in the Effective Schools Framework (ESF) system for school improvement with the implementation of a Targeted Improvement Plan (TIP) during the 2022-2023 school year.

The following 2022 Closing the Gaps table indicates areas where the target was not met, most significantly in Math. Our White student group struggled to meet targets in Math and Reading.

	Academic Achievement		Growth Status			
Student Group	ELA/Reading	Mathematics	ELA/Reading	Mathematics	English Language Proficiency	Student Success

Student Group	LLA/Reading	Mathematics	LLA/Reading	Mathematics	Proficiency	Success
% of Targets Met	56% (10 out of 18)		83% (10 out of 12)		100% (1 out of 1)	20% (2 out of 10)
All Students	✓	✗	✓	✗	n/a	✗
African American	✓	✓	n/a	n/a	n/a	✓
Hispanic	✓	✗	✓	✓	n/a	✗
White	✗	✗	n/a	n/a	n/a	✗
American Indian	n/a	n/a	n/a	n/a	n/a	n/a
Asian	n/a	n/a	n/a	n/a	n/a	✗
Pacific Islander	n/a	n/a	n/a	n/a	n/a	n/a
Two or More Races	n/a	n/a	n/a	n/a	n/a	n/a
Economically Disadvantaged	✓	✗	✓	✓	n/a	✗
Emergent Bilingual (EB) / English Learners (EL)	✓	✗	✓	✓	✓	✓
Receiving Special Education Services	✓	✓	n/a	n/a	n/a	✗
Formerly Receiving Special Education Services	n/a	n/a	n/a	n/a	n/a	n/a
Continuously Enrolled	✓	✗	✓	✗	n/a	✗
Non-Continuously Enrolled	✓	✗	✓	✓	n/a	✗

n/a Indicates data reporting is not applicable for this group or minimum size requirements were not met.

LA@NWES did not earn any distinctions.

2022-2023 Student Learning Outcomes

Math Results: Star360 (2022-2023)			
	BOY	**MOY**	**EOY**
1st	51.67%	50.85%	49.15%
2nd	42.86%	54.35%	46.81%
3rd	44.9%	54.17%	62.26%
4th	34.78%	36.96%	41.3%
5th	48.15%	45.28%	47.27%

Reading Results: Star360 (2022-2023)			
	BOY	**MOY**	**EOY**
3rd	32.65%	43.75%	51.85%
4th	23.9%	31.9%	30.43%
5th	31.48%	33.96%	30.91%

2022-2023 STAAR RESULTS			
3rd Grade			
	Approaches	Meets	Masters
Reading	61%	38.9%	11.1%
Math	71.43%	34.29%	14.29%
4th Grade			
Reading	45.16%	12.9%	6.45%
Math	25.81%	3.23%	0%
5th Grade			
Reading	69.81%	49.06%	18.87%
Math	40%	29.41%	13.73%
Science	39.62%	16.98%	9.43%

Student Learning Strengths

For 2023, in Academic Achievement, 3rd grade math and 5th Grade math, reading and science STAAR scores increased in Approaches, Meets and Masters and was a relative strength.

Emergent Bilingual Students showed strengths in the Meets area.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): The 2023 STAAR scores reflect 4th grade math and reading scores decreased across all groups. **Root Cause:** Inexperience teachers lacked the skills to teach with needed rigor and to teach content to mastery.

Problem Statement 2 (Prioritized): Lack of ongoing training that addresses the disparity between teachers with a depth of educational knowledge and teachers who lack traditional teacher preparation. **Root Cause:** Limitations of highly-qualified educators available for hire and inexperienced teachers struggle to keep up with ongoing PD.

Problem Statement 3 (Prioritized): Teacher turnover and high teacher movement within the building has led to inconsistencies in the implementation of the specific grade level curriculum. **Root Cause:** Lack of continued PD for new teachers/teacher facilitators and loss of instructional coaches.

Problem Statement 4 (Prioritized): Teachers are unfamiliar with the unique needs of students who are identified under special programs or may meet the qualifiers who transition in during the school year and . With more than 30 different languages spoken by our families, it is difficult to meet the many varying needs. **Root Cause:** Inexperienced teachers and the lack of opportunities for ESL training of teacher facilitators and delays in data from previous schools and identification of possible special program needs throughout the year that changes with high mobility.

Problem Statement 5 (Prioritized): Lack of teacher collaboration on some teams causes some inconsistencies with instruction and student behavior needs. **Root Cause:** Teacher turnover and movement and a high number of teacher facilitators and 1st year teachers

Problem Statement 6 (Prioritized): STAAR scores in 3rd, 4th, and 5th are not showing necessary growth. Science scores in 5th grade continue to be lower than district and state averages. **Root Cause:** Consistent rigorous teaching in all grade levels.

School Processes & Programs

School Processes & Programs Summary

For the 2023-2024 school year, A cohort of teachers/administrators have attended the Learning Tree PLC conference. The campus Instructional Playbook has been updated and data talks are initiated by the PLC members and facilitated by the Instructional Coach. All teachers will be using Math Calendar Spiral activities and have attended training. Training for Math Calendar Spiral Activities is ongoing with District personnel visiting the campus monthly for walkthroughs and to meet with teachers. A focus toward data driven instruction is continuing as we address specific areas as demonstrated in STAAR data and STAR 360 data.

A tutoring plan that includes after school and before school opportunities will be used to help students who show needed intervention Tier 2 and 3.

We will continue to utilize referral data and address culture that affects any dis-proportionality in referrals. The campus will use Restorative Practice (Green Circles), MTSS strategies and PBIS to help with behavior in the classrooms and around the campus. The MTSS team will provide ongoing PD for all teachers and create a schedule to work with inexperienced teachers.

School Processes & Programs Strengths

The campus follows hiring through a committee process. Applications are screened looking for experience and best campus fit. Standard questions are asked and scored. The campus teams will help create new interview sheets with standard questions. Each committee member scores individually and then an average is obtained. Thorough discussion held by the committee and a consensus is reached. The campus hiring committee is looking to develop processes for prescreening interview applicants.

Effective campus procedures and practices continue to be developed through staff structures, continuation and strengthening of PLC practices and protocols. A campus Vertical Team has been established and meets 1 - 2 times per month. This "Guiding Coalition" will use campus data to make continued suggestions on campus goals.

Staff input and feedback is an integral part of the development of campus practices.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Restorative Practices and PBiS processes are not ingrained campus wide. **Root Cause:** Staffing turn over, including PBiS committee members. have affected consistency of expectations and implementation.

Problem Statement 2 (Prioritized): Teachers are unfamiliar with the unique needs of students who are identified under special programs or may meet the qualifiers who transition in during the school year and . With more than 30 different languages spoken by our families, it is difficult to meet the many varying needs. **Root Cause:** Inexperienced teachers and the lack of opportunities for ESL training of teacher facilitators and delays in data from previous schools and identification of possible special program needs throughout the year that changes with high mobility.

Problem Statement 3 (Prioritized): Lack of ongoing training that addresses the disparity between teachers with a depth of educational knowledge and teachers who lack traditional teacher preparation. **Root Cause:** Limitations of highly-qualified educators available for hire and inexperienced teachers struggle to keep up with ongoing PD.

Problem Statement 4 (Prioritized): The 2023 STAAR scores reflect 4th grade math and reading scores decreased across all groups. **Root Cause:** Inexperience teachers lacked the skills to teach with needed rigor and to teach content to mastery.

Perceptions

Perceptions Summary

Team Leaders and CAAC membership have been part of the school fabric, but staff has not felt a high degree of ownership with making decisions. The campus has been working to develop teacher leaders as well as student leaders. Feedback is gathered through various group settings such as staff surveys, Grade Level Leaders, and CAAC. 2023 surveys indicated that staff and teachers feel they have little input into campus decisions.

Northwest Elementary (LA@NWES) campus climate is beginning to trend positively based on data gathered through district climate survey. Data gained through teacher and staff surveys and campus meetings show staff desires more autonomy and opportunities to lead. Teachers identified continued changes and development of campus procedures and protocols has resulted in implementational dips. However, tremendous gains have been noted in many areas such as instructional leadership as well.

Campus mobility continues to be a challenge, with some classrooms turning over students by 50% or more. Attendance has improved but is not what is expected.

Perceptions Strengths

Staff continues to work on addressing the needs of all students and is caring and supporting.

Northwest families have indicated they feel more included and welcome on campus. Parent participation continues to improve with more opportunities to be on campus.

Climate surveys indicate our students and families view the school positively, participate in extracurricular activities, feel included and students recognize and typically correct unsafe behavior.

Our staff also feels that our parents are easy to communicate with given several communication options.

Staff members taking on additional responsibilities to support students has been a strength that is evidenced by the positive feedback of enrichment/tutoring programs as well as schedule changes made to directly support student learning. Staff has volunteered to model instructional practices with less experienced teachers.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Lack of teacher collaboration on some teams causes some inconsistencies with instruction and student behavior needs.   **Root Cause:** Teacher turnover and movement and a high number of teacher facilitators and 1st year teachers

Problem Statement 2 (Prioritized): There is low parental involvement on campus and in school activities.   **Root Cause:** Outreach efforts are not meeting the parents' needs.

Problem Statement 3 (Prioritized): Teacher turnover and high teacher movement within the building has led to inconsistencies in the implementation of the specific grade level curriculum.   **Root Cause:** Lack of continued PD for new teachers/teacher facilitators and loss of instructional coaches.

Problem Statement 4 (Prioritized): Lack of ongoing training that addresses the disparity between teachers with a depth of educational knowledge and teachers who lack traditional

teacher preparation.   **Root Cause:** Limitations of highly-qualified educators available for hire and inexperienced teachers struggle to keep up with ongoing PD.

Priority Problem Statements

Problem Statement 1: Teachers are unfamiliar with the unique needs of students who are identified under special programs or may meet the qualifiers who transition in during the school year and . With more than 30 different languages spoken by our families, it is difficult to meet the many varying needs.

Root Cause 1: Inexperienced teachers and the lack of opportunities for ESL training of teacher facilitators and delays in data from previous schools and identification of possible special program needs throughout the year that changes with high mobility.

Problem Statement 1 Areas: Demographics - Student Learning - School Processes & Programs

Problem Statement 2: Lack of teacher collaboration on some teams causes some inconsistencies with instruction and student behavior needs.

Root Cause 2: Teacher turnover and movement and a high number of teacher facilitators and 1st year teachers

Problem Statement 2 Areas: Student Learning - Perceptions

Problem Statement 3: Restorative Practices and PBiS processes are not ingrained campus wide.

Root Cause 3: Staffing turn over, including PBiS committee members. have affected consistency of expectations and implementation.

Problem Statement 3 Areas: Demographics - School Processes & Programs

Problem Statement 4: There is low parental involvement on campus and in school activities.

Root Cause 4: Outreach efforts are not meeting the parents' needs.

Problem Statement 4 Areas: Perceptions

Problem Statement 5: Teacher turnover and high teacher movement within the building has led to inconsistencies in the implementation of the specific grade level curriculum.

Root Cause 5: Lack of continued PD for new teachers/teacher facilitators and loss of instructional coaches.

Problem Statement 5 Areas: Demographics - Student Learning - Perceptions

Problem Statement 6: Lack of ongoing training that addresses the disparity between teachers with a depth of educational knowledge and teachers who lack traditional teacher preparation.

Root Cause 6: Limitations of highly-qualified educators available for hire and inexperienced teachers struggle to keep up with ongoing PD.

Problem Statement 6 Areas: Student Learning - School Processes & Programs - Perceptions

Problem Statement 7: The 2023 STAAR scores reflect 4th grade math and reading scores decreased across all groups.

Root Cause 7: Inexperience teachers lacked the skills to teach with needed rigor and to teach content to mastery.

Problem Statement 7 Areas: Student Learning - School Processes & Programs

Problem Statement 8: STAAR scores in 3rd, 4th, and 5th are not showing necessary growth. Science scores in 5th grade continue to be lower than district and state averages.

Root Cause 8: Consistent rigorous teaching in all grade levels.

Problem Statement 8 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Texas approved PreK - 2nd grade assessment data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 data
- Homeless data
- Gifted and talented 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
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

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

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback

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
- Study of best practices

Goals

Goal 1: PfISD will recruit, support, and retain teachers and principals.

    Performance Objective 1: During the 2023-2024 school year, Northwest Elementary will support all teachers, staff and administrators through ongoing, targeted professional development as documented in the Campus Professional Development plan as reflected in 100% of professional development agendas.

        High Priority

        Evaluation Data Sources: Documented professional development plan.
Feedback through campus surveys.

Goal 1: PfISD will recruit, support, and retain teachers and principals.

    Performance Objective 2: By May 2024, NWES will increase by 10% as evidenced by the Upbeat survey, in the areas of safety and teacher voice.

        High Priority

        Evaluation Data Sources: Staff Climate Surveys

Goal 1: PfISD will recruit, support, and retain teachers and principals.

    Performance Objective 3: During the 2023-2024 school year, LA@NWES will support highly effective teachers as they seek to be designated to be additionally compensated through the Teacher Incentive Allotment by following district protocols and ensuring teachers have learning opportunities that support TIA knowledge and skills as documented in staff agendas and measured through campus surveys as indicated by increases in student growth outcomes and increases in the number of teachers qualifying for TIA.

        Evaluation Data Sources: Designation lists

Goal 2: PfISD will build a foundation of reading and math.

    Performance Objective 1: By May 2024, LA@NWES will increase the performance of 3rd, 4th and 5th grade students, across all student groups, on STAAR tests, Math, Reading, & Science, by 10% at Meets Grade Level compared to the prior year performance.
Additionally, to meet HB3 Early Childhood math goals, the percent of 1st-5th grade students will score at or above benchmark 85% by June 2024.

HB3 Goal

Evaluation Data Sources: 2024 STAAR results as compared to previous year STAAR results

Goal 2: PfISD will build a foundation of reading and math.

Performance Objective 2: During the 2023-2024 school year, the Leadership Academy @Northwest Elementary will provide students with access to academically focused materials, programs, technology hardware and software to support learning as measured through campus surveys and varied assessment data.

Evaluation Data Sources: Student program data
Usage data
Academic performance data

Goal 2: PfISD will build a foundation of reading and math.

Performance Objective 3: By May 2024, LA@NWES will ensure all 3th-5th grade students end the school year with at least 1 year's growth as measured by STAAR 2024.

HB3 Goal

Evaluation Data Sources: STAAR/STAAR interim comparison data

Goal 2: PfISD will build a foundation of reading and math.

Performance Objective 4: The percent of 4th Grade students that score Approaches Grade Level or above on STAAR Reading will increase to 50% by June of 2024.

High Priority

HB3 Goal

Evaluation Data Sources: 2024 STAAR results

Goal 2: PfISD will build a foundation of reading and math.

Performance Objective 5: The percent of Pre-K students that score on grade level or above in Reading (Emergent Literacy) on the C-PALLS+ assessment will increase to 70% by June 2024.

The percent of Pre-K students that score on grade level of above in Math on the C-PALLS+ assessment will increase to 85% by June 2024.

HB3 Goal

Evaluation Data Sources: C-PALLS+

Goal 2: PfISD will build a foundation of reading and math.

Performance Objective 6: The percent of Kindergarten students that score on grade level or above in Reading on the TX-KEA assessment will increase to 59% by June 2024.
The percent of Kindergarten students that score on grade level or above in Math on the TX-KEA assessment will increase to 52% by June 2024.

HB3 Goal

Evaluation Data Sources: TX-KEA results

Goal 2: PfISD will build a foundation of reading and math.

Performance Objective 7: The percent of 1st through 3rd Grade students that score on grade level or above in Reading on the TPRI, Star360 and STAAR Reading assessments will increase to 50% by June 2024.
The percent of 1st through 3rd grade students that score on grade level or above in math on the STAAR and Star360 Mathematics assessments will increase to 57% by June 2024.

HB3 Goal

Evaluation Data Sources: TPRI, Reading Star360, and STAAR Reading results
Math Star360 and STAAR Math results

Goal 3: PfISD will connect high school to career and college.

Performance Objective 1: During the 2023-2024 school year, NWES will strengthen the school-home and community connections as measured by increased positive responses on the 2023-2024 parent and student surveys.

Evaluation Data Sources: School Climate surveys

Goal 3: PfISD will connect high school to career and college.

Performance Objective 2: During the 2023-2024 school year, NWES will work to increase connections with feeder pattern secondary schools by

initiating and documenting outreach efforts in a Google Drive as evidenced by an increase in positive responses in the campus climate surveys.

Evaluation Data Sources: Climate surveys
Google Drive

Goal 3: PfISD will connect high school to career and college.

Performance Objective 3: During the 2023-2024 school year, NWES will set campus expectations for Displays and Bulletin Boards to reflect current/ accurate data and will be reviewed monthly by the campus Leadership Team.

High Priority

Evaluation Data Sources: Student and teacher surveys

Goal 4: PfISD will improve low performing schools.

Performance Objective 1: By May 2024, NWES will increase the English language proficiency of all Emergent Bilingual students in 1st-5th grades as measured by making at least one level of progress in their 2024 TELPAS composite result compared to 2023 TELPAS.

Evaluation Data Sources: 2024 TELPAS composite rating progress

Goal 4: PfISD will improve low performing schools.

Performance Objective 2: During the 2023-2024 school year, NWES will work to increase by 10% two-way home to school connections.

Evaluation Data Sources: Climate surveys
Newsletters
Participation data from PTO/CAAC/Campus events

Goal 4: PfISD will improve low performing schools.

Performance Objective 3: During the 2023-2024 school year, all instructional decisions at NWES, will be data-based as reflected in weekly grade level PLC and campus monthly Guiding Coalition meeting.

High Priority

Evaluation Data Sources: Agenda/minutes
Campus protocol documents

Goal 4: PfISD will improve low performing schools.

Performance Objective 4: NWES will engage in Restorative Practices during the 2023-2024 school year as it incorporates with Green Circles and PBIS as measured by a 5% decrease in discipline referral data.

Evaluation Data Sources: Discipline data
Climate surveys

Addendums