

Pflugerville Independent School District
Northwest Elementary School
Campus Improvement Plan
2020-2021

Accountability Rating: Not Rated: Declared State of Disaster



Board Approval Date: October 15, 2020
Public Presentation Date: September 29, 2020

Mission Statement

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

The Leadership Academy @ Northwest Elementary believes all students can learn at high levels, develop exemplary social skills, and make positive contributions to our community.

Comprehensive Needs Assessment

Needs Assessment Overview

The Leadership Academy @ Northwest Elementary is currently working to develop sustainable systems that support students and staff. During the 2019-2020 school year incremental progress was made. There is still much work to be done. Protocols are being developed and strengthened so that students and staff are supported and developed through campus professional development and systems designed to meet ongoing needs. Campus, personal and professional goals for academic and social successes will be developed with students and staff contributing to the overall success of the LA@NWES.

Demographics

Demographics Summary

Demographics Summary

The Leadership Academy @ Northwest Elementary (LA@NWES) is part of Pflugerville ISD but is located in Austin, Texas. The Leadership Academy @ Northwest Elementary (LA@NWES) serves students in Pre K - 5th grade. 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 school. We are a neighborhood school with some of our students coming from sixteen apartment complexes. We have four 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 that provide school supplies to students. Our families send their students to school to participate in extra curricular activities but do not generally volunteer in high numbers. We have four parents who normally attend PTO meetings.

According to TEA demographic data, the following represents our campus student demographics on the 2018-2019 TAPR report:

Mobility 26.7%; SPED 15.3%; Section 504 - 4.3%; Asian 14%; Black or African American 23.8%; Hispanic/Latino 36.5%; American Indian or Alaska Native 0.4%; Native Hawaiian or Other Pacific Islander 0.0%; Two or More Races 6.6%; White 18.7%; Economically Disadvantaged 79.4%; EL 30.4%; and an overall average class size of 17.6.

LA@NWES staff has had significant staff turnover in recent years. For the 2019-2020 school, staff new to the campus is at 48%, including all campus administrators. Per the 2018-2019 TAPR report, teacher breakdown by gender, ethnicity and experience is; Male 4.8% and Female 95.2% African American 9.5%; Hispanic 23.6%; White 62.1%; Two or More Races 4.7%. Teachers by years of experience breaks down in the following manner: Beginning 0.0%; 1-5 Years Experience 47.3%; 6-10 Years Experience 16.5%; 11-20 Years Experience 26.8%; Over 20 Years Experience 9.4%.

Demographics Strengths

LA@NWES's demographics provide an opportunity for students, staff, and parents to thrive in diverse culture that reflects the Texas and global community. The strength to having a diverse community is the opportunity for students to learn different cultures and backgrounds. Our attendance rate is continually one of the strengths at Northwest Elementary, ranking above 96% present. Our community assists our families with meeting their needs. We have students that participate in Backpack Kids (food is provided to the families on the weekends). We also had one family that experienced a fire and the staff/community raised funds and collected items to help them. Our students also participate in after school clubs (musical, fitness, art, choir, and Girl Start) and tutoring.

Problem Statements Identifying Demographics Needs

Problem Statement 1: There is a lack of high level of community engagement. **Root Cause:** LA@NWES has not had a systematic approach for actively engaging parents and

business partners.

Problem Statement 2: Tier III, Special Education, and English Learner student groups have a high number of 9 week failures. **Root Cause:** The master schedule and communication protocols do not support inter-department communication with clearly defined systems and protocols..

Problem Statement 3: Average Daily Attendance rates have declined for the 2019-2020 school year from 96.1% to currently at 94%. **Root Cause:** Systems have deteriorated with the changing of staff including but not limited to teachers, registrar, and campus administration.

Student Learning

Student Learning Summary

The Leadership Academy @ Northwest Elementary (LA@NWES) received a TEA overall rating of an F-Unacceptable and a federal accountability intervention label of Targeted Support & Improvement School based on the 2018-2019 and the prior two consecutive years of underperforming STAAR results for specific student groups. Due to the adjusted 2019-2020 school year, and the cancellation of STAAR assessments, the intervention label of Targeted Support & Improvement School and the requirement to engage in the Effective School Framework (ESF) process with the development of a Targeted Improvement Plan (TIP) will continue into the 2020-2021 school year. Reasons for the assignment of the Targeted Support & Improvement School label include the campus missing the Closing the Gaps targets for three consecutive years for the following indicators/student groups:

- Reading at Meets Grade Level or Above for: All Students, Hispanic, and White student groups
- Math at Meets Grade Level or Above for: All students, Hispanic, and White student groups
- Math growth for: All Students and Hispanic student groups
- Student Success (Domain 1 performance) for: All Students, Hispanic, and White student groups

The 2018-2019 STAAR scores are as follows:

- 29% of all students achieved the "Meets Grade Level" of performance across all tests combined
- In 4th writing, 51% of our 4th grade students passed at "Approaches" with 12% reaching "Meets Grade Level" and 1% reaching the "Masters" level
- Overall scores for Reading are: Approaches 67%, Meets 32%, and Masters 17%
- Overall scores for Math are: Approaches 67%, Meets 32%, and Masters 17%
- 53% of our 5th grade students achieved Approaches, 25% at Meets, and 12% at Masters in Science

LA@NWES did not earn any distinctions and we are at the bottom of our campus comparison group quartile rankings in all areas except for Attendance. LA@NWES scores indicate we are not closing the gap with our student learning.

LA@NWES received an F rating for Domain 2A: Academic Growth in Reading and Math.

Additionally, an F was received in Domain 3: Closing the Gaps where 7 out of 8 targets for Reading and 7 out of 8 targets for Math were missed.

All targets were missed for Academic Achievement for Meets Grade Level or above performance in Reading and Math.

The MOY 2019-2020 data at the meets category is as follows:

PK	Ready, Set, K! (Goals for the year will be added after BOY is reviewed. This is the first time the district is using this assessment instrument.)	51%
Kinder	Reading-early literacy Star 360	58.25%
1	Reading Star 360	84%
1	Math Star 360	72%
2	Reading Star 360	43.25%

PK	Ready, Set, K! (Goals for the year will be added after BOY is reviewed. This is the first time the district is using this assessment instrument.)	51%
2	Math Star 360	60.25%
3	Reading Interim STAAR	19.38%
3	Math Interim STAAR	7.97%
4	Reading Interim STAAR	35.22%
4	Math Interim STAAR	38.21%
4	Writing Interim STAAR	17.14%
5	Reading Interim STAAR	33.92%
5	Math Interim STAAR	16.47%
5	Science Interim STAAR	5.83%

For 2018-2019, EOY campus-wide Star 360 and Interim reading data are as follows:

Star 360 Reading			
	BOY	MOY	EOY
Kinder	56%	81%	83%
1st	71%	60%	58%
2nd	61%	62%	60%
3rd	59%	70%	68%
4th	60%	67%	63%
5th	58%	67%	58%

Interim Reading Data		
	Opportunity 1	Opportunity 2
3rd	40%	56%
4th	61%	67%
5th	57%	70%

DRA data			
	BOY	MOY	EOY
Kinder	30%	80%	87%
1st	75%	43%	43%
2nd	41%	44%	52%
3rd	34%	42%	40%
4th	33%	39%	49%
5th	n/a	n/a	n/a

Campus wide Star 360 and Interim math data are as follows:

Star 360 Math			
	BOY	MOY	EOY
Kinder	n/a	n/a	n/a
1st	74%	78%	72%
2nd	65%	73%	77%
3rd	77%	90%	90%
4th	83%	86%	86%
5th	85%	88%	83%

Interim Math Data		
	Opportunity 1	Opportunity 2
3rd	31%	49%
4th	56%	66%
5th	46%	69%

Student Learning Strengths

Based on 2018-2019 data, Kindergarten demonstrated continual upward trends in reading. This data suggests that foundational skills are in place so that in subsequent years we can continue to build strong academic practices and outcomes.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Student groups (SPED, At-Risk, EL) perform at different levels on STAAR tests. **Root Cause:** Targeted instruction and interventions to develop vocabulary and academic language are lacking.

Problem Statement 2: There is a lack of structure and intentional planning for instruction including for small groups. **Root Cause:** Efficiency & expertise in lesson planning needs development.

Problem Statement 3: Students lack foundational pre-reading skills. **Root Cause:** Changes in staffing indicates a need for professional development in phonics programs and implementation of phonics instruction.

Problem Statement 4: Students are not fluent in math foundational skills. **Root Cause:** Lack of consistent use of manipulatives, fluency practice and math workshop in classrooms.

Problem Statement 5: There was a decrease at the Approaches level in Science from 62% in 2018 to 47% in 2019; however, there was also an increase at the Masters level from 7% to 11% in 2019. **Root Cause:** Decreased use of science lab and hands on activities.

Problem Statement 6: April 2019 fifth grade Reading scores fell below all other campuses in the district in Approaches and Meets. In Masters, we were tied with one campus. **Root Cause:** School wide Tier 1 instruction lacked a guided reading focus.

Problem Statement 7: Tier III, Special Education, and English Learner student groups have a high number of 9 week failures. **Root Cause:** The master schedule and communication protocols do not support inter-department communication with clearly defined systems and protocols..

Problem Statement 8: Students in all academic student groups struggle with inferencing skills. **Root Cause:** Lack of reading proficiencies including phonics skills and comprehension strategies.

Problem Statement 9: During the 2020-2021 school year, students are expected to display lack of stamina and academic gaps. **Root Cause:** The 2019-2020 school year was interrupted by a pandemic, COVID-19.

Problem Statement 10: Students lack foundational writing skills that include the utilization of writing conventions. **Root Cause:** There is a lack of basic academic expectations that extends to the universal expectation of utilizing grammatically correct complete sentences.

School Processes & Programs

School Processes & Programs Summary

At LA@NWES there has been Leadership turnover (twice in 4 years) and a low campus morale and climate which led toward the lack of retention of staff. For the 2019-2020 school year the percentage of new staff hired was 62%. Currently for the 2020-2021 school year we will be hiring 11.8%. 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. Communication and unclear expectations are also a concern on our campus. Campus surveys and data break down activities indicate trust has not been established though some growth from the 2019 surveys to the 2020 surveys was indicated. Data returned to the campus from the site visit for ESF and the on site visits conducted by HMM indicate that teachers want what is best for students but that there is a low sense of trust among staff and in general low levels of rigor and relevance in instructional practices.

Due to low test scores on STAAR, a lack of efficient processes, and low morale and climate, LA@NWES is a high needs campus. PfISD will be entering year two of implementing a Leadership Academy at Northwest Elementary that follows the Accelerating Campus Excellence (ACE) model which incorporates recruiting and retaining quality staff (3 year commitment with a substantial stipend), additional targeted professional development, extended academic hours, Professional Learning Community meetings and enrichment and tutoring groups. Additionally, The Leadership Academy at Northwest Elementary is entering year two of implementation of The Leader in Me. The ACE model and the Leader in Me programs both incorporate well with district/campus existing Positive Behavioral Interventions and Supports (PBIS) which is designed to support student behavior from positive expectations and interactions.

School Processes & Programs Strengths

Having a truly caring and committed staff is a strength that is continually demonstrated as evidenced through staff focus groups and daily practices.

The campus follows hiring through a committee process. Applications are screened looking for experience and best campus fit. Standard questions are asked and scored. Each committee member scores individually and then an average is obtained. Thorough discussion held by the committee and a consensus is reached.

The existing staff committed to 3 years at the Leadership Academy at Northwest Elementary.

Effective campus procedures and practices are being developed through staff structures, establishment of PLC practices and protocols and through development of Leader in Me campus structures.

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

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: School processes are not efficient (PSST, discipline [referral/incident slips], lesson planning). **Root Cause:** Communication and training on school processes has been lacking.

Problem Statement 2: There is a lack of structure and intentional planning for instruction including for small groups. **Root Cause:** Efficiency & expertise in lesson planning needs development.

Problem Statement 3: The high number of teacher turnover in recent years has led to inconsistencies in campus protocols. **Root Cause:** Lack of consistency with leadership and

low morale/climate at LA@NWES.

Problem Statement 4: There is a lack of high level of community engagement. **Root Cause:** LA@NWES has not had a systematic approach for actively engaging parents and business partners.

Problem Statement 5: Students lack foundational pre-reading skills. **Root Cause:** Changes in staffing indicates a need for professional development in phonics programs and implementation of phonics instruction.

Problem Statement 6: Students are not fluent in math foundational skills. **Root Cause:** Lack of consistent use of manipulatives, fluency practice and math workshop in classrooms.

Problem Statement 7: The lack of campus vertical alignment has led to academic gaps. **Root Cause:** Vertical teaming has not been intentional to address areas where gaps may occur.

Perceptions

Perceptions Summary

The Leadership Academy @ Northwest Elementary (LA@NWES) campus climate is beginning to trend positively based on data gathered through district climate survey and through ESF campus survey. Lack of trust has been indicated in ESF site visit data as well as data gathered during Leader in Me professional development coaching days. Along with trust being indicated as a concern many changes and development of campus procedures and protocols cause for implementational dips that affect the overall campus culture and climate.

Perceptions Strengths

LA@NWES families have indicated they feel more included and welcome on campus. The addition of a parent liaison has supported the development of positive school and community relationships.

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

Our staff also feels that our parents are easy to communicate with.

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.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: The high number of teacher turnover in recent years has led to inconsistencies in campus protocols. **Root Cause:** Lack of consistency with leadership and low morale/climate at LA@NWES.

Problem Statement 2: There is low parental involvement in school activities. **Root Cause:** Lack of structure, invitation, and opportunities to serve.

Problem Statement 3: The LA@NWES climate has decreased in recent years. **Root Cause:** High staff turn over including in administration has contributed to uncertainty and low morale.

Problem Statement 4: Student behavior prevents teaching and learning. **Root Cause:** Inconsistencies in communication, common language, procedures and a clear behavior implementation plan.

Pflugerville Independent School District

Northwest Elementary School

HB3 EC-LM and CCMR Plans

2020-2021

Accountability Rating: Not Rated: Declared State of Disaster



Public Presentation Date: September 29, 2020

Goals

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

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Performance Objective 3: During the 2020-2021 school year, Professional Development and Instruction will focus on Math skills and delivery to improve Tier 1 instructions so that all students make a minimum of 1 year's growth in Math as measured by EOY assessments.


HB3 Goal


Evaluation Data Sources: STAR 360
STAAR 2021

Summative Evaluation: None

<p>Strategy 1: Prior to beginning the 2020-2021 school year, LA@NWES teachers will participate in targeted Math professional development to include CGI and Math Workshop including Number Talks.</p> <p>Strategy's Expected Result/Impact: improved Tier 1 Math instruction</p> <p>Staff Responsible for Monitoring: Campus administrators, instructional coaches</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF</p> <p>Levers: Lever 5: Effective Instruction</p>	<p>Formative</p> <p>Nov November Evidence of Progress</p> <hr/> <p>Jan January Evidence of Progress</p> <hr/> <p>Mar March Evidence of Progress</p> <hr/> <p>Summative</p> <p>June June Evidence of Progress</p>
<p>Strategy 2: During the Fall semester of the 2020-2021 school year, LA@NWES will systematically inventory classroom math manipulatives and provide classrooms with necessary manipulatives to support Math instruction.</p> <p>Strategy's Expected Result/Impact: increased understanding of math concepts</p> <p>Staff Responsible for Monitoring: Math intervention, instructional coaches and campus administrators</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 4 - School Processes & Programs 6</p>	<p>Formative</p> <p>Nov November Evidence of Progress</p> <hr/> <p>Jan January Evidence of Progress</p> <hr/> <p>Mar March Evidence of Progress</p> <hr/> <p>Summative</p> <p>June June Evidence of Progress</p>

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Performance Objective 3 Problem Statements:





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

Performance Objective 4: By May 2021, LA@NWES will ensure 80% of all 3-5 students end the year on grade level in reading, and those beginning on grade level, will make at least 1 years growth as measured by STAR 360 and STAAR 2021.

HB3 Goal

Evaluation Data Sources: None

Summative Evaluation: None

<p>Strategy 1: During the 2020-2021 school year, classes will follow best practices for guided reading incorporating small group structures for both in person and virtual instruction as evidenced in walk through and T-TESS observation data.</p> <p>Strategy's Expected Result/Impact: Increases in student reading proficiencies.</p> <p>Staff Responsible for Monitoring: Teachers, campus Administrative team</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1, 3, 6 - School Processes & Programs 5</p>	<p>Formative</p> <p>Nov November Evidence of Progress</p> <hr/> <p>Jan January Evidence of Progress</p> <hr/> <p>Mar March Evidence of Progress</p> <hr/> <p>Summative</p> <p>June June Evidence of Progress</p>
<p>Strategy 2: During the 2020-2021 school year, LA@NWES will incorporate vocabulary of the day into the morning announcements as evidenced in the announcement template.</p> <p>Strategy's Expected Result/Impact: Increase student vocabulary to ultimately raise reading testing scores.</p> <p>Staff Responsible for Monitoring: Librarian, Campus Leadership Team</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction</p>	<p>Formative</p> <p>Nov November Evidence of Progress</p> <hr/> <p>Jan January Evidence of Progress</p> <hr/> <p>Mar March Evidence of Progress</p> <hr/> <p>Summative</p> <p>June June Evidence of Progress</p>
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>	

Performance Objective 4 Problem Statements:





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

Performance Objective 5: The percent of 3rd Grade students that score meets grade level or above on STAAR Reading will increase from 32% to 34% by June of 2021 and to 41% by June 2024.

HB3 Goal

Evaluation Data Sources: STAAR Reading test data, BOY & EOY Benchmark data

Summative Evaluation: None

<p>Strategy 1: LA@NWES will review and analyze student performance data in order to adjust instruction & interventions, resources and professional development in a timely manner.</p> <p>Strategy's Expected Result/Impact: Increase assessment scores, informed instruction</p> <p>Staff Responsible for Monitoring: Campus leadership team</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math -</p> <p>ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1</p>	Formative	
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	Mar	March Evidence of Progress
	Summative	
	June	June Evidence of Progress
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>		

Performance Objective 5 Problem Statements:

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





Performance Objective 6: The percent of Pre-K students that score on grade level or above in Reading (Emergent Literacy) on the Ready, Set, K! assessment will increase from 66% to 67% by June of 2021 and to 70% by June of 2024.

The percent of Pre-K students that score on grade level of above in Math on the Ready, Set, K! assessment will increase from 81% to 82% by June of 2021 and to 85% by June of 2024.

HB3 Goal

Evaluation Data Sources: Ready, Set, K! data

Summative Evaluation: None

<p>Strategy 1: LA@NWES will review and analyze student performance data in order to adjust instruction & interventions, resources and professional development in a timely manner.</p> <p>Strategy's Expected Result/Impact: Increase in number of on level students entering Kinder from Pre-K</p> <p>Staff Responsible for Monitoring: Teachers, Campus leadership team</p> <p>Title I Schoolwide Elements: 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction</p>	<p>Formative</p> <p>Nov November Evidence of Progress</p> <hr/> <p>Jan January Evidence of Progress</p> <hr/> <p>Mar March Evidence of Progress</p> <hr/> <p>Summative</p> <p>June June Evidence of Progress</p>
<p>Strategy 2: During the 2020-2021 school year, LA@NWES will provide Pre-K teachers with materials to support reading and math instruction.</p> <p>Strategy's Expected Result/Impact: Improved phonics awareness Improved math readiness</p> <p>Staff Responsible for Monitoring: Pre-K teachers, Campus Leadership Team</p> <p>Title I Schoolwide Elements: 2.4 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p>	<p>Formative</p> <p>Nov November Evidence of Progress</p> <hr/> <p>Jan January Evidence of Progress</p> <hr/> <p>Mar March Evidence of Progress</p> <hr/> <p>Summative</p> <p>June June Evidence of Progress</p>
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Goal 2: PfISD will build a foundation of reading and math.





Performance Objective 7: The percent of Kindergarten students that score on grade level or above in Reading on the Tx-KEA assessment will increase from 55% to 56% by June of 2021 and to 59% by June of 2024.

The percent of Kindergarten students that score on grade level or above in Math on the Tx-KEA assessment will increase from 48% to 49% by June of 2021 and to 52% by June of 2024.

HB3 Goal

Evaluation Data Sources: Tx-KEA assessment data

Summative Evaluation: None

<p>Strategy 1: During the 2020-2021 school year, the Kindergarten team will utilize data binders to track reading relevant data focusing on phonics based data monthly for 90% of the time.</p> <p>Strategy's Expected Result/Impact: Increase in pre-reading proficiencies</p> <p>Staff Responsible for Monitoring: Kinder teachers, campus leadership team</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction</p>	<p>Formative</p> <table border="1"> <tr> <td>Nov</td> <td>November Evidence of Progress</td> </tr> <tr> <td>Jan</td> <td>January Evidence of Progress</td> </tr> <tr> <td>Mar</td> <td>March Evidence of Progress</td> </tr> </table> <p>Summative</p> <table border="1"> <tr> <td>June</td> <td>June Evidence of Progress</td> </tr> </table>	Nov	November Evidence of Progress	Jan	January Evidence of Progress	Mar	March Evidence of Progress	June	June Evidence of Progress
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Goal 2: PflSD will build a foundation of reading and math.





Performance Objective 8: The percent of 1st through 3rd Grade students that score on grade level or above in Reading on the TPRI, STAR 360 and STAAR Reading assessments will increase from 44% to 45% by June of 2021 and to 50% by June of 2024.

The percent of 1st through 3rd grade students that score on grade level or above in math on the STAAR and STAR 360 Mathematics assessments will increase from 53% to 54% by June of 2021 and to 57% by June of 2024.

HB3 Goal

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

Summative Evaluation: None

<p>Strategy 1: During the 2020-2021 school year, the Leadership Academy @ Northwest Elementary will focus on foundational reading and math skills and assessment strategies daily during guided reading times as measured by observation data.</p> <p>Strategy's Expected Result/Impact: Increase in foundational reading and math skills across the grade levels</p> <p>Staff Responsible for Monitoring: Teachers, Campus leadership team</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction</p>	<p>Formative</p> <p>Nov November Evidence of Progress</p> <hr/> <p>Jan January Evidence of Progress</p> <hr/> <p>Mar March Evidence of Progress</p> <hr/> <p>Summative</p> <p>June June Evidence of Progress</p>
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Pflugerville Independent School District
Northwest Elementary School
Performance Objectives
2020-2021

Accountability Rating: Not Rated: Declared State of Disaster



Public Presentation Date: September 29, 2020

Goals

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

Performance Objective 1: During the 2020-2021 school year, the Leadership Academy @ Northwest Elementary will support all teachers through ongoing, targeted professional development as evidenced in climate and culture surveys.

Performance Objective 2: During the fall semester of the 2020-2021 school year, LA@NWES will develop systems and protocols that reflect best practices of interviewing and hiring.

Performance Objective 3: LA@NWES will increase by 10% in each domain of the Staff Climate Survey.

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

Performance Objective 1: By May 2021, LA@NWES will increase the performance of 3rd, 4th, and 5th grade students, across all student groups, on STAAR tests, Math, Reading, Writing & Science, by 10% at Meets Grade Level compared to the prior testing year performance. Additionally, to meet HB3 Early Childhood math goals, the percent of 3rd Grade students that score meets grade level or above on STAAR Math will increase from 33% to 34% by June of 2021 and to 40% by June of 2024.

Performance Objective 2: During the 2020-2021 school year, the Leadership Academy @ Northwest Elementary will provide students with access to academically focused programs, technology hardware and software to support learning.

Performance Objective 3: During the 2020-2021 school year, Professional Development and Instruction will focus on Math skills and delivery to improve Tier 1 instructions so that all students make a minimum of 1 year's growth in Math as measured by EOY assessments.

HB3 Goal

Summative Evaluation: None

Next Year's Recommendation: None

Performance Objective 4: By May 2021, LA@NWES will ensure 80% of all 3-5 students end the year on grade level in reading, and those beginning on grade level, will make at least 1 years growth as measured by STAR 360 and STAAR 2021.

HB3 Goal

Summative Evaluation: None

Next Year's Recommendation: None

Performance Objective 5: The percent of 3rd Grade students that score meets grade level or above on STAAR Reading will increase from 32% to 34% by June of 2021 and to 41% by June 2024.

HB3 Goal

Summative Evaluation: None

Next Year's Recommendation: None

Performance Objective 6: The percent of Pre-K students that score on grade level or above in Reading (Emergent Literacy) on the Ready, Set, K! assessment will increase from 66% to 67% by June of 2021 and to 70% by June of 2024. The percent of Pre-K students that score on grade level of above in Math on the Ready, Set, K! assessment will increase from 81% to 82% by June of 2021 and to 85% by June of 2024.

HB3 Goal

Summative Evaluation: None

Next Year's Recommendation: None

Performance Objective 7: The percent of Kindergarten students that score on grade level or above in Reading on the Tx-KEA assessment will increase from 55% to 56% by June of 2021 and to 59% by June of 2024.
The percent of Kindergarten students that score on grade level or above in Math on the Tx-KEA assessment will increase from 48% to 49% by June of 2021 and to 52% by June of 2024.

HB3 Goal

Summative Evaluation: None

Next Year's Recommendation: None

Performance Objective 8: The percent of 1st through 3rd Grade students that score on grade level or above in Reading on the TPRI, STAR 360 and STAAR Reading assessments will increase from 44% to 45% by June of 2021 and to 50% by June of 2024.
The percent of 1st through 3rd grade students that score on grade level or above in math on the STAAR and STAR 360 Mathematics assessments will increase from 53% to 54% by June of 2021 and to 57% by June of 2024.

HB3 Goal

Summative Evaluation: None

Next Year's Recommendation: None

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

Performance Objective 1: During the 2020-2021 school year, LA@NWES will strengthen the school-home and community connections as measured by increased positive responses on the 2020-2021 parent and student surveys.

Performance Objective 2: During the 2020-2021 school year, LA@NWES will work to increase connections with feeder pattern secondary schools.

Performance Objective 3: During the 2020-2021 school year, LA@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.

Goal 4: PfISD will improve low performing schools.

Performance Objective 1: By May 2021, LA@NWES will increase TELPAS performance to all English Learners in 1st-5th grades growing at least one level in proficiency.

Performance Objective 2: The Leadership Academy @ Northwest Elementary will participate in on-going professional development specifically designed to support under achieving schools as identified by the state of Texas and measured through the increase/decrease of 2021 STAAR scores.

Performance Objective 3: During the 2020-2021 school year, the Leadership Academy @ Northwest Elementary will provide targeted supports for addressing gaps compounded by the interruption of the previous school year due to COVID-19.

Performance Objective 4: During the 2020-2021 school year, LA@NWES will work to increase Home to School connections.

Performance Objective 5: At LA@NWES, all instructional decisions will be data based as reflected in the campus playbook and grade level expectations with monthly reviews held during the Campus A-Team meetings.

Performance Objective 6: LA@NWES will engage in Restorative Practices during the 2020-2021 school year as it incorporates with Leader in Me, PBiS and Second Step as measured by a 5% decrease in discipline referral data.

Performance Objective 7: During the 2020-2021 school year, LA@NWES will implement a Dress for Success campus initiative.

Pflugerville Independent School District

Northwest Elementary School - TIP

Targeted Improvement Plan

2020-2021



Superintendent:
District Coordinator of School
Improvement (DCSI):

Dr. Douglas Killian
Karen Shah

Principal:
ESC Case Manager:
ESC Region:

Tana Ruckel
Adrienne King
13

Assurances

DCSI

I, the District Coordinator of School Improvement, attest that I will provide or facilitate the provision of all the necessary district-level commitments and support mechanisms to ensure the successful implementation of the Targeted Improvement Plan for this campus. I understand I am responsible for the implementation of all intervention requirements. If I am the principal supervisor, I understand I am responsible for ensuring the principal carries out the plan elements as indicated herein.

Signature: Karen Shah

Principal Supervisor

I, as supervisor of the principal for this campus, attest that I will coordinate with the DCSI to provide or facilitate the provision of all the necessary district-level commitments and support mechanisms to ensure the principal I supervise can achieve successful implementation of the Targeted Improvement Plan for this campus. I understand I am responsible for ensuring the principal carries out the plan elements as indicated herein.

Signature: Alma Gonzalez-Castillo

Principal

I, as principal for this campus, attest that I will coordinate with the DCSI (and my supervisor, if they are not the same person) to use the district-provided commitments and support mechanisms to ensure the successful implementation of the Targeted Improvement Plan for this campus. I agree to carry out the plan elements as indicated herein.

Signature: Tana Ruckel

Attestation

2020-2021 District Coordinator of School Improvement Superintendent Attestation

The superintendent must name a District Coordinator of School Improvement (DCSI) if their local education agency (LEA) meets one or more of the following criteria:

- the LEA, including those evaluated under alternative education accountability, was assigned an overall rating of F or must engage in unacceptable interventions due to TEC §39A.0545(b) or (c) or was assigned an overall rating of D or D in a domain;
- a campus within the LEA, including alternative education campuses, was assigned an overall rating of D or F or D in a domain;
- a campus was identified as in need of Comprehensive Support, Targeted Support, or Additional Targeted Support; or
- the LEA or campus described above has an appeal of a 20 accountability rating pending.

The DCSI oversees the work of school improvement as a required member of the Campus Intervention Team (CIT), leads and participates in the needs assessment, including the Effective Schools Framework (ESF) self-assessment and ESF Diagnostic process, improvement planning, and monitoring processes, and ensures requirements and submissions are completed on time. The DCSI supports campus and district improvement by ensuring that the district creates the conditions for campus implementation of best practices. The district commitments in the ESF describe what the district does to create the foundations upon which school-based best practices are built, and the district's actions are captured in the Targeted Improvement Plan (TIP). The DCSI needs to be in a position to impact and/or influence the ESF district commitments aligned to campus needs. DCSIs are principal supervisors or other district-level leaders with direct responsibility for campuses that have been identified for improvement under state and/or federal accountability.

It is strongly encouraged that the DCSI be the supervisor of the principal for the campus with an unacceptable performance rating. If the DCSI is not the principal supervisor, the principal supervisor is required to be a member of the CIT per Texas Administrative Code §97.1063(b)(2).

I, the superintendent of schools, attest that I have read the [DCSI Job Description](#), and that the DCSI selected can perform all the duties included in the job description.

DCSI Name:	Karen Shah	Superintendent Name:	Dr. Douglas Killian
DCSI Title/Position:	Executive Director Accountability & Compliance	Date:	Fri, Oct 2, 2020

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Data Analysis

Domain 1

Domain 1: Describe your accountability goal for this domain.

For the 2020-21 school year, the campus will increase from a scaled score of 60 (raw-35.3) in Domain 1 to a scaled score of 70 (raw 41) by increasing percent Approaches to 70%, Meets to 40%, and Masters to 20%

Domain 1: Describe the student groups and/or subject areas that need to improve to meet that goal.

Northwest will focus on improving Domain 1 from 60 to 70 for **all** student groups for Reading and Math in 3rd-5th Grades.

Domain 2B

Domain 2B: Describe your accountability goal for this domain.

The campus will increase Domain 2b from a scaled score of 62 to a scaled score 74 by targeting goals of meets and masters for student achievement.

With the 2021 Domain 1 goal of 70 (raw score 41) and a current campus percentage of 78% Economically Disadvantaged students, the Domain 2B outcome would be 74 (C: Acceptable Performance).

Domain 2B: Describe the student groups and/or subject areas that need to improve to meet that goal.

Northwest will focus on improving Domain 2b from 62 to 74 for all student groups for Reading and Math in 3rd-5th Grades.

Domain 3

Domain 3: Describe your accountability goal for this domain.

The Hispanic student group missed the following Closing the Gaps indicators for 3 consecutive years:

- Academic Achievement (Meets or Above) in Reading
- Academic Achievement (Meets or Above) in Math
- Growth in Math
- Domain 1 (average of Approaches %, Meets %, Masters % for all subject areas combined) – need to improve Meets & Master performance in all subject areas

The White student group missed the following Closing the Gaps indicators for 3 consecutive years:

- Academic Achievement (Meets or Above) in Reading
- Academic Achievement (Meets or Above) in Math
- Domain 1 (average of Approaches %, Meets %, Masters % for all subject areas combined) – need to improve Meets & Master performance in all subject areas

Domain 3: Describe the student groups and/or subject areas that need to improve to meet that goal.

Northwest will focus on improving Domain 3 Closing the Gaps score from 52 to a 70 in all student groups for Reading and Math in 3rd-5th Grades, with particular focus on needs of EL's and Eco Dis students and on the focus groups of Hispanic and White students.

Cycles

Cycle 1 - (Sept – Nov)

Essential Action 1.1: Develop campus instructional leaders with clear roles and responsibilities.

Rationale: Teachers have not been trained to lead teams effectively. Leadership team needs to develop cohesive scheduling to address campus needs.

How will the campus build capacity in this area? Who will you partner with?: Campus has scheduled monthly grade level leader meetings to foster teacher leadership skills. A calendar for the leadership team has been created to help with scheduling observations, Powerwalks, professional development, and meetings. The coaching available through the Leader in Me program assists with training leaders of action teams and builds capacity for leadership amongst teachers. Teachers are board members of the PTSO. The scheduling of weekly meetings will allow for more frequent vertical team meetings and committee meetings.

Barriers to Address throughout this year: Many of our leaders/teachers are inexperienced. While they are excited and motivated, they do not have years of experience from which to draw. With the addition of virtual instruction, teachers are overwhelmed and reluctant to take on additional responsibilities. With the added uncertainty of the school year, plans change frequently, so flexibility is paramount.

How will you communicate these priorities to your stakeholders? How will create buy-in?: As teachers feel their voices are more valued and their leadership skills grow, they will become more invested in the process, developing ownership in their learning community. We will communicate these priorities to our stakeholders by providing them with opportunities to lead and to learn leadership skills.

Desired Annual Outcome: PLCs will be led and facilitated by grade level or team leaders rather than administrators or instructional coaches. Action team leaders will plan and carry out events and activities with their teams. Academics and climate will improve overall due to the focus on leadership across the campus from administrators to teachers to educational associates to students.

District Commitment Theory of Action: If the district supports initiatives for community engagement with funds and training, and they communicate external service options, and the district provides timely training and resources to support struggling learners, then the campus will improve data-driven instruction, improve student results, and create a new positive campus culture.





Implementation Level: Beginning Implementation

Desired 90-day Outcome: In 90 days, grade level leads will be leading PLC meetings and facilitating data and curriculum conversations during PLC's. The campus will have monthly Grade Level Leader meetings to help train the campus leadership team to facilitate PLC's. Campus will use Leader in Me and the structure of Action Teams to make plans for the campus.

Barriers to Address this Cycle: Current health situation preventing in person meetings is a barrier. Another barrier is being able to train and develop campus leaders in a consistent fashion while also meeting their needs as instructors.

District Actions: The district has provided funding for the Leader in Me program with coaching sessions. The district has also provided various trainings for the campus leadership team.

Did you achieve your desired 90-day outcome? Why or why not?: None

<p>Action Step 1: The Leadership Academy @ Northwest Elementary will develop a common calendar that incorporates Leadership Team meetings, Lighthouse meetings, CAAC meetings and observations.</p> <p>Evidence Used to Determine Progress: Calendar</p> <p>Person(s) Responsible: Leadership Team</p> <p>Resources Needed: Outlook</p> <p>Start Date: September 14, 2020 - Frequency: Weekly - Evidence Collection Date: October 30, 2020</p>	<p>Progress toward Action Steps Necessary Adjustments/Next Steps:</p>
<p>Action Step 2: The leadership team has created a Grade Level Leader team to help disseminate information and drive campus decisions.</p> <p>Evidence Used to Determine Progress: GLL team meeting notes</p> <p>Person(s) Responsible: Leadership team</p> <p>Resources Needed: Google docs</p> <p>Start Date: October 5, 2020 - Frequency: Ongoing - Evidence Collection Date: November 20, 2020</p>	<p>Progress toward Action Steps Necessary Adjustments/Next Steps:</p>
<p>Action Step 3: Leader in Me training for Action Team leaders</p> <p>Evidence Used to Determine Progress: Training notes, calendar dates</p> <p>Person(s) Responsible: Lighthouse team leaders</p> <p>Resources Needed: Leader in Me Coach</p> <p>Start Date: July 31, 2020 - Frequency: Ongoing - Evidence Collection Date: November 20, 2020</p>	<p>Progress toward Action Steps Necessary Adjustments/Next Steps:</p>
<p>Action Step 4: Train teacher leaders to lead PLC's</p> <p>Evidence Used to Determine Progress: PLC Agenda notes</p> <p>Person(s) Responsible: Leadership team</p> <p>Resources Needed: Data protocols</p> <p>Start Date: August 18, 2020 - Frequency: Weekly - Evidence Collection Date: November 20, 2020</p>	<p>Progress toward Action Steps Necessary Adjustments/Next Steps:</p>
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>	

Cycle 1 - (Sept – Nov)

Essential Action 5.1: Objective-driven daily lesson plans with formative assessments.

Rationale: Lesson plans should be effective tools to guide instruction. We will begin with the end in mind.

How will the campus build capacity in this area? Who will you partner with?: The campus leadership team, in conjunction with teacher leaders, has developed a lesson plan template which is in use across the campus. The leadership team will develop a schedule for reviewing and providing constructive feedback to improve those lesson plans. Teachers are encouraged to plan together as a team and to consider ways to support other content areas as they develop their lessons based on state objectives and school curriculum. In campus PLCs, the leadership team will guide teachers on unpacking the TEKS and district curriculum that supports lesson planning. The campus lesson plan template includes a focus on critical writing and small group purposeful talk, as well as providing areas to show accommodations and modifications for students in special programs. The lesson plan template also focuses on the use of lesson framing, small group instruction to reteach, spiral back to skills, or enrich students based on student needs. Teachers are encouraged to partner with their instructional coaches, other teachers in their grade level, or vertical teams to get assistance and ideas for improving their lessons.

Barriers to Address throughout this year: Teachers are overwhelmed with virtual instruction and the possibility of teaching both online and in-person. They also have concerns about changes that may occur throughout the school year based on public health. Some teachers are reluctant to complete the entire lesson plan template with fidelity or to turn in lesson plans on time. Campus leadership will need to make time to review and provide timely feedback to improve lesson plans.

How will you communicate these priorities to your stakeholders? How will create buy-in?: We will communicate these priorities through PLCs, emails, reminders, and constructive feedback on lesson plans. Once teachers see the rewards of planning effective instruction, they will appreciate the process more, and as they become more accustomed to producing these lesson plans, the process will become more efficient.

Desired Annual Outcome: Lesson plans will be turned in for the entire unit map 1 week before the map begins. ICs and administrators will have ample time to review plans and provide feedback to teachers on a regular basis. By the end of the year, we will be honing this skill as opposed to introducing it. Special education and intervention partners will have access to lesson plans far in advance and will be able to have more time to address the modification and accommodation needs of their students.

District Commitment Theory of Action: If the district supports initiatives for community engagement with funds and training, and they communicate external service options, and the district provides timely training and resources to support struggling learners, then the campus will improve data-driven instruction, improve student results, and create a new positive campus culture.





Implementation Level: Planning for Implementation

Desired 90-day Outcome: Leadership team will create the lesson plan template that will be implemented campus and content wide. Leadership team will also open a shared central location that all staff will submit their lesson plans for review and feedback by Thursdays at 8:00am. Leadership team will develop a schedule to review lesson plans.

Barriers to Address this Cycle: Time constraints for the Leadership team to review plans and to provide feedback in a timely manner that allows for teachers to make needed adjustments.

District Actions: The district ensures access to high-quality common formative assessment resources aligned to state standards for all tested areas and PK-2nd grade math and reading.

Did you achieve your desired 90-day outcome? Why or why not?: None

<p>Action Step 1: Leadership team will develop a schedule to review lesson plans and provide feedback to teachers. Evidence Used to Determine Progress: Lesson plans, comments on lesson plans, leadership team calendar Person(s) Responsible: Campus principals and instructional coaches Resources Needed: Lesson plan template, Google shared drive for lesson plans Start Date: September 24, 2020 - Frequency: Weekly - Evidence Collection Date: November 5, 2020</p>	<p>Progress toward Action Steps Necessary Adjustments/Next Steps:</p>
<p>Action Step 2: Campus will use short cycle assessment with PLC discussions to drive instruction. Evidence Used to Determine Progress: PLC agendas & short cycle assessment reflection sheets Person(s) Responsible: Instructional Coaches Resources Needed: Assessment reflection sheets, assessments Start Date: September 8, 2020 - Frequency: Ongoing - Evidence Collection Date: November 20, 2020</p>	<p>Progress toward Action Steps Necessary Adjustments/Next Steps:</p>
<p>Action Step 3: Lesson plans & lesson templates will be adapted for both in person and virtual learning so that both sets of students are receiving comparable instruction. Evidence Used to Determine Progress: Lesson plan template Person(s) Responsible: Instructional coaches Resources Needed: Previous lesson plan template Start Date: October 1, 2020 - Frequency: Ongoing - Evidence Collection Date: November 20, 2020</p>	<p>Progress toward Action Steps Necessary Adjustments/Next Steps:</p>
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>	

Cycle 2 - (Dec – Feb)

Essential Action 1.1: Develop campus instructional leaders with clear roles and responsibilities.

Rationale: Teachers have not been trained to lead teams effectively. Leadership team needs to develop cohesive scheduling to address campus needs.

How will the campus build capacity in this area? Who will you partner with?: Campus has scheduled monthly grade level leader meetings to foster teacher leadership skills. A calendar for the leadership team has been created to help with scheduling observations, Powerwalks, professional development, and meetings. The coaching available through the Leader in Me program assists with training leaders of action teams and builds capacity for leadership amongst teachers. Teachers are board members of the PTSO. The scheduling of weekly meetings will allow for more frequent vertical team meetings and committee meetings.

Barriers to Address throughout this year: Many of our leaders/teachers are inexperienced. While they are excited and motivated, they do not have years of experience from which to draw. With the addition of virtual instruction, teachers are overwhelmed and reluctant to take on additional responsibilities. With the added uncertainty of the school year, plans change frequently, so flexibility is paramount.

How will you communicate these priorities to your stakeholders? How will create buy-in?: As teachers feel their voices are more valued and their leadership skills grow, they will become more invested in the process, developing ownership in their learning community. We will communicate these priorities to our stakeholders by providing them with opportunities to lead and to learn leadership skills.

Desired Annual Outcome: PLCs will be led and facilitated by grade level or team leaders rather than administrators or instructional coaches. Action team leaders will plan and carry out events and activities with their teams. Academics and climate will improve overall due to the focus on leadership across the campus from administrators to teachers to educational associates to students.

District Commitment Theory of Action: If the district supports initiatives for community engagement with funds and training, and they communicate external service options, and the district provides timely training and resources to support struggling learners, then the campus will improve data-driven instruction, improve student results, and create a new positive campus culture.

Implementation Level: Beginning Implementation

Desired 90-day Outcome: None

Barriers to Address this Cycle: None

District Actions: None

Did you achieve your desired 90-day outcome? Why or why not?: None





Action Step 1: The Leadership Academy @ Northwest Elementary will develop a common calendar that incorporates Leadership Team meetings, Lighthouse meetings, CAAC meetings and observations.	Progress toward Action Steps Necessary Adjustments/Next Steps:
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Evidence Used to Determine Progress: Calendar

Person(s) Responsible: Leadership Team

Resources Needed: Outlook

Start Date: September 14, 2020 - **Frequency:** Weekly - **Evidence Collection Date:** October 30, 2020

<p>Action Step 2: The leadership team has created a Grade Level Leader team to help disseminate information and drive campus decisions.</p> <p>Evidence Used to Determine Progress: GLL team meeting notes</p> <p>Person(s) Responsible: Leadership team</p> <p>Resources Needed: Google docs</p> <p>Start Date: October 5, 2020 - Frequency: Ongoing - Evidence Collection Date: November 20, 2020</p>	<p>Progress toward Action Steps</p> <p>Necessary Adjustments/Next Steps:</p>
<p>Action Step 3: Leader in Me training for Action Team leaders</p> <p>Evidence Used to Determine Progress: Training notes, Calendar dates</p> <p>Person(s) Responsible: Lighthouse team leaders</p> <p>Resources Needed: Leader in Me Coach</p> <p>Start Date: July 31, 2020 - Frequency: Ongoing - Evidence Collection Date: November 20, 2020</p>	<p>Progress toward Action Steps</p> <p>Necessary Adjustments/Next Steps:</p>
<p>Action Step 4: Train teacher leaders to lead PLC's</p> <p>Evidence Used to Determine Progress: PLC Agenda notes</p> <p>Person(s) Responsible: Leadership team</p> <p>Resources Needed: Data protocols</p> <p>Start Date: August 18, 2020 - Frequency: Weekly - Evidence Collection Date: November 20, 2020</p>	<p>Progress toward Action Steps</p> <p>Necessary Adjustments/Next Steps:</p>
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>	

Cycle 2 - (Dec – Feb)

Essential Action 5.1: Objective-driven daily lesson plans with formative assessments.

Rationale: Lesson plans should be effective tools to guide instruction. We will begin with the end in mind.

How will the campus build capacity in this area? Who will you partner with?: The campus leadership team, in conjunction with teacher leaders, has developed a lesson plan template which is in use across the campus. The leadership team will develop a schedule for reviewing and providing constructive feedback to improve those lesson plans. Teachers are encouraged to plan together as a team and to consider ways to support other content areas as they develop their lessons based on state objectives and school curriculum. In campus PLCs, the leadership team will guide teachers on unpacking the TEKS and district curriculum that supports lesson planning. The campus lesson plan template includes a focus on critical writing and small group purposeful talk, as well as providing areas to show accommodations and modifications for students in special programs. The lesson plan template also focuses on the use of lesson framing, small group instruction to reteach, spiral back to skills, or enrich students based on student needs. Teachers are encouraged to partner with their instructional coaches, other teachers in their grade level, or vertical teams to get assistance and ideas for improving their lessons.

Barriers to Address throughout this year: Teachers are overwhelmed with virtual instruction and the possibility of teaching both online and in-person. They also have concerns about changes that may occur throughout the school year based on public health. Some teachers are reluctant to complete the entire lesson plan template with fidelity or to turn in lesson plans on time. Campus leadership will need to make time to review and provide timely feedback to improve lesson plans.

How will you communicate these priorities to your stakeholders? How will create buy-in?: We will communicate these priorities through PLCs, emails, reminders, and constructive feedback on lesson plans. Once teachers see the rewards of planning effective instruction, they will appreciate the process more, and as they become more accustomed to producing these lesson plans, the process will become more efficient.

Desired Annual Outcome: Lesson plans will be turned in for the entire unit map 1 week before the map begins. ICs and administrators will have ample time to review plans and provide feedback to teachers on a regular basis. By the end of the year, we will be honing this skill as opposed to introducing it. Special education and intervention partners will have access to lesson plans far in advance and will be able to have more time to address the modification and accommodation needs of their students.

District Commitment Theory of Action: If the district supports initiatives for community engagement with funds and training, and they communicate external service options, and the district provides timely training and resources to support struggling learners, then the campus will improve data-driven instruction, improve student results, and create a new positive campus culture.

Implementation Level: Planning for Implementation

Desired 90-day Outcome: Analyze data taken during Powerwalks and have coaching talks around data trends.

Barriers to Address this Cycle: Need a system for a feedback loop for lesson plans

District Actions: District will provide guidance to campus personnel on creating, submitting and recording data of common 3 week assessments.

Did you achieve your desired 90-day outcome? Why or why not?: None

Action Step 1: Leadership team will develop a schedule to review lesson plans and provide feedback to teachers.

Evidence Used to Determine Progress: Lesson plans, comments on lesson plans, leadership team calendar





Person(s) Responsible: Campus principals and instructional coaches

Resources Needed: Lesson plan template, Google shared drive for lesson plans

Start Date: September 24, 2020 - **Frequency:** Weekly - **Evidence Collection Date:** November 5, 2020

Progress toward Action Steps

Necessary Adjustments/Next Steps:

<p>Action Step 2: Campus will use short cycle assessment with PLC discussions to drive instruction. Evidence Used to Determine Progress: PLC agendas & short cycle assessment reflection sheets Person(s) Responsible: Instructional Coaches Resources Needed: assessment reflection sheets, assessments Start Date: September 8, 2020 - Frequency: Ongoing - Evidence Collection Date: November 20, 2020</p>	<p>Progress toward Action Steps Necessary Adjustments/Next Steps:</p>
<p>Action Step 3: Lesson plans & lesson templates will be adapted for both in person and virtual learning so that both sets of students are receiving comparable instruction. Evidence Used to Determine Progress: Lesson plan template Person(s) Responsible: Instructional coaches Resources Needed: Previous lesson plan template Start Date: October 1, 2020 - Frequency: Ongoing - Evidence Collection Date: November 20, 2020</p>	<p>Progress toward Action Steps Necessary Adjustments/Next Steps:</p>
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>	

Cycle 3 - (Mar – May)

Essential Action 1.1: Develop campus instructional leaders with clear roles and responsibilities.

Rationale: Teachers have not been trained to lead teams effectively. Leadership team needs to develop cohesive scheduling to address campus needs.

How will the campus build capacity in this area? Who will you partner with?: Campus has scheduled monthly grade level leader meetings to foster teacher leadership skills. A calendar for the leadership team has been created to help with scheduling observations, Powerwalks, professional development, and meetings. The coaching available through the Leader in Me program assists with training leaders of action teams and builds capacity for leadership amongst teachers. Teachers are board members of the PTSO. The scheduling of weekly meetings will allow for more frequent vertical team meetings and committee meetings.

Barriers to Address throughout this year: Many of our leaders/teachers are inexperienced. While they are excited and motivated, they do not have years of experience from which to draw. With the addition of virtual instruction, teachers are overwhelmed and reluctant to take on additional responsibilities. With the added uncertainty of the school year, plans change frequently, so flexibility is paramount.

How will you communicate these priorities to your stakeholders? How will create buy-in?: As teachers feel their voices are more valued and their leadership skills grow, they will become more invested in the process, developing ownership in their learning community. We will communicate these priorities to our stakeholders by providing them with opportunities to lead and to learn leadership skills.

Desired Annual Outcome: PLCs will be led and facilitated by grade level or team leaders rather than administrators or instructional coaches. Action team leaders will plan and carry out events and activities with their teams. Academics and climate will improve overall due to the focus on leadership across the campus from administrators to teachers to educational associates to students.

District Commitment Theory of Action: If the district supports initiatives for community engagement with funds and training, and they communicate external service options, and the district provides timely training and resources to support struggling learners, then the campus will improve data-driven instruction, improve student results, and create a new positive campus culture.

Implementation Level: Beginning Implementation





Desired 90-day Outcome: None

Barriers to Address this Cycle: None

District Actions: None

Did you achieve your desired 90-day outcome? Why or why not?: None

<p>Action Step 1: The Leadership Academy @ Northwest Elementary will develop a common calendar that incorporates Leadership Team meetings, Lighthouse meetings, CAAC meetings and observations.</p> <p>Evidence Used to Determine Progress: Calendar</p> <p>Person(s) Responsible: Leadership Team</p> <p>Resources Needed: Outlook</p> <p>Start Date: September 14, 2020 - Frequency: Weekly - Evidence Collection Date: October 30, 2020</p>	<p>Progress toward Action Steps</p> <p>Necessary Adjustments/Next Steps:</p>
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<p>Action Step 2: The leadership team has created a Grade Level Leader team to help disseminate information and drive campus decisions.</p> <p>Evidence Used to Determine Progress: GLL team meeting notes</p> <p>Person(s) Responsible: Leadership team</p> <p>Resources Needed: Google docs</p> <p>Start Date: October 5, 2020 - Frequency: Ongoing - Evidence Collection Date: November 20, 2020</p>	<p>Progress toward Action Steps</p> <p>Necessary Adjustments/Next Steps:</p>
<p>Action Step 3: Leader in Me training for Action Team leaders</p> <p>Evidence Used to Determine Progress: Training notes, Calendar dates</p> <p>Person(s) Responsible: Lighthouse team leaders</p> <p>Resources Needed: Leader in Me Coach</p> <p>Start Date: July 31, 2020 - Frequency: Ongoing - Evidence Collection Date: November 20, 2020</p>	<p>Progress toward Action Steps</p> <p>Necessary Adjustments/Next Steps:</p>
<p>Action Step 4: Train teacher leaders to lead PLC's</p> <p>Evidence Used to Determine Progress: PLC Agenda notes</p> <p>Person(s) Responsible: Leadership team</p> <p>Resources Needed: Data protocols</p> <p>Start Date: August 18, 2020 - Frequency: Weekly - Evidence Collection Date: November 20, 2020</p>	<p>Progress toward Action Steps</p> <p>Necessary Adjustments/Next Steps:</p>
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>	

Cycle 3 - (Mar – May)

Essential Action 5.1: Objective-driven daily lesson plans with formative assessments.

Rationale: Lesson plans should be effective tools to guide instruction. We will begin with the end in mind.

How will the campus build capacity in this area? Who will you partner with?: The campus leadership team, in conjunction with teacher leaders, has developed a lesson plan template which is in use across the campus. The leadership team will develop a schedule for reviewing and providing constructive feedback to improve those lesson plans. Teachers are encouraged to plan together as a team and to consider ways to support other content areas as they develop their lessons based on state objectives and school curriculum. In campus PLCs, the leadership team will guide teachers on unpacking the TEKS and district curriculum that supports lesson planning. The campus lesson plan template includes a focus on critical writing and small group purposeful talk, as well as providing areas to show accommodations and modifications for students in special programs. The lesson plan template also focuses on the use of lesson framing, small group instruction to reteach, spiral back to skills, or enrich students based on student needs. Teachers are encouraged to partner with their instructional coaches, other teachers in their grade level, or vertical teams to get assistance and ideas for improving their lessons.

Barriers to Address throughout this year: Teachers are overwhelmed with virtual instruction and the possibility of teaching both online and in-person. They also have concerns about changes that may occur throughout the school year based on public health. Some teachers are reluctant to complete the entire lesson plan template with fidelity or to turn in lesson plans on time. Campus leadership will need to make time to review and provide timely feedback to improve lesson plans.

How will you communicate these priorities to your stakeholders? How will create buy-in?: We will communicate these priorities through PLCs, emails, reminders, and constructive feedback on lesson plans. Once teachers see the rewards of planning effective instruction, they will appreciate the process more, and as they become more accustomed to producing these lesson plans, the process will become more efficient.

Desired Annual Outcome: Lesson plans will be turned in for the entire unit map 1 week before the map begins. ICs and administrators will have ample time to review plans and provide feedback to teachers on a regular basis. By the end of the year, we will be honing this skill as opposed to introducing it. Special education and intervention partners will have access to lesson plans far in advance and will be able to have more time to address the modification and accommodation needs of their students.

District Commitment Theory of Action: If the district supports initiatives for community engagement with funds and training, and they communicate external service options, and the district provides timely training and resources to support struggling learners, then the campus will improve data-driven instruction, improve student results, and create a new positive campus culture.





Implementation Level: Planning for Implementation

Desired 90-day Outcome: Campus will use formative assessments to drive lesson planning. Teams will design and hold subject-based "camps" to support learning for state-assessed subjects.

Barriers to Address this Cycle: Need a system for a feedback loop for lesson plans with staff supporting each other as needed. With school going virtual after spring break and remaining virtual through EOY, we were unable to hold STAAR camps for students. STAAR was also canceled.

District Actions: The district ensures access to high-quality common formative assessment resources aligned to state standards for all tested areas and PK-2nd grade math and reading.

Did you achieve your desired 90-day outcome? Why or why not?: None

<p>Action Step 1: Leadership team will develop a schedule to review lesson plans and provide feedback to teachers. Evidence Used to Determine Progress: Lesson plans, comments on lesson plans, leadership team calendar Person(s) Responsible: Campus principals and instructional coaches Resources Needed: Lesson plan template, Google shared drive for lesson plans Start Date: September 24, 2020 - Frequency: Weekly - Evidence Collection Date: November 5, 2020</p>	<p>Progress toward Action Steps Necessary Adjustments/Next Steps:</p>
<p>Action Step 2: Campus will use short cycle assessment with PLC discussions to drive instruction. Evidence Used to Determine Progress: PLC agendas & short cycle assessment reflection sheets Person(s) Responsible: Instructional Coaches Resources Needed: Assessment reflection sheets, assessments Start Date: September 8, 2020 - Frequency: Ongoing - Evidence Collection Date: November 20, 2020</p>	<p>Progress toward Action Steps Necessary Adjustments/Next Steps:</p>
<p>Action Step 3: Lesson plans & lesson templates will be adapted for both in person and virtual learning so that both sets of students are receiving comparable instruction. Evidence Used to Determine Progress: Lesson plan template Person(s) Responsible: Instructional coaches Resources Needed: Previous lesson plan template Start Date: October 1, 2020 - Frequency: Ongoing - Evidence Collection Date: November 20, 2020</p>	<p>Progress toward Action Steps Necessary Adjustments/Next Steps:</p>
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>	

Student Data																		
Core Metrics	Sub Metrics	Grade Level	Student Group	Subject tested	Performance Level	Summative Assessment	% of Assessments											
							2019 Results	2020 Baseline Data (Optional)	Cycle 1			Cycle 2			Cycle 3			2021 Accountability Goal
									Assessment Type	Formative Goal	Actual Result	Assessment Type	Formative Goal	Actual Results	Assessment Type	Formative Goal	Actual Result	
1. Domain 1	# of Students at Approaches, Meets and Masters	3rd Grade	All	Reading	Approaches	STAAR	65%		Interim	68%		Interim	69%		Interim	70%		71%
		3rd Grade	All	Reading	Meets	STAAR	33%		Interim	36%		Interim	37%		Interim	38%		39%
		3rd Grade	All	Reading	Masters	STAAR	24%		Interim	27%		Interim	28%		Interim	29%		30%
		3rd Grade	All	Mathematics	Approaches	STAAR	70%		Interim	73%		Interim	74%		Interim	75%		76%
		3rd Grade	All	Mathematics	Meets	STAAR	33%		Interim	36%		Interim	37%		Interim	38%		39%
		3rd Grade	All	Mathematics	Masters	STAAR	17%		Interim	20%		Interim	21%		Interim	22%		23%
		4th Grade	All	Reading	Approaches	STAAR	54%		Interim	57%		Interim	58%		Interim	59%		60%
		4th Grade	All	Reading	Meets	STAAR	21%		Interim	24%		Interim	25%		Interim	26%		27%
		4th Grade	All	Reading	Masters	STAAR	7%		Interim	12%		Interim	13%		Interim	14%		15%
		4th Grade	All	Mathematics	Approaches	STAAR	47%		Interim	50%		Interim	51%		Interim	52%		53%
		4th Grade	All	Mathematics	Meets	STAAR	25%		Interim	28%		Interim	29%		Interim	30%		31%
		4th Grade	All	Mathematics	Masters	STAAR	11%		Interim	14%		Interim	15%		Interim	16%		17%
		4th Grade	All	Writing	Approaches	STAAR	51%		District Writing Inventory	54%		District Writing Inventory	55%		District Writing Inventory	56%		57%
		4th Grade	All	Writing	Meets	STAAR	12%		District Writing Inventory	15%		District Writing Inventory	16%		District Writing Inventory	17%		18%
		4th Grade	All	Writing	Masters	STAAR	1%		District Writing Inventory	4%		District Writing Inventory	5%		District Writing Inventory	6%		7%
		5th Grade	All	Reading	Approaches	STAAR	82%		Interim	85%		Interim	86%		Interim	87%		88%
		5th Grade	All	Reading	Meets	STAAR	41%		Interim	44%		Interim	45%		Interim	46%		47%
		5th Grade	All	Reading	Masters	STAAR	18%		Interim	21%		Interim	22%		Interim	23%		24%
		5th Grade	All	Mathematics	Approaches	STAAR	84%		Interim	87%		Interim	88%		Interim	89%		90%
		5th Grade	All	Mathematics	Meets	STAAR	40%		Interim	43%		Interim	44%		Interim	45%		46%
5th Grade	All	Mathematics	Masters	STAAR	24%		Interim	27%		Interim	28%		Interim	29%		30%		
5th Grade	All	Science	Approaches	STAAR	53%		District 9-Week Assessment	56%		Interim	57%		Interim	58%		59%		
5th Grade	All	Science	Meets	STAAR	25%		District 9-Week Assessment	28%		Interim	29%		Interim	30%		31%		
5th Grade	All	Science	Masters	STAAR	12%		District 9-Week Assessment	15%		Interim	16%		Interim	17%		18%		
2. Domain 3 Focus 1	Focus 1 Components (Choose two targets in the Academic Achievement or Student Success indicators)	All	White Student Group	Reading	Meets	STAAR	46%		Interim	49%		Interim	50%		Interim	51%		52%
		All	Current SpEd Student Group	Reading	Meets	STAAR	4%		Interim	7%		Interim	8%		Interim	9%		10%
3. Domain 3 Focus 2	Focus 2 Components (Choose two targets in the Academic Achievement or Student Success indicators)	All	White Student Group	Mathematics	Meets	STAAR	50%		Interim	53%		Interim	54%		Interim	55%		56%
		All	Current SpEd Student Group	Mathematics	Meets	STAAR	9%		Interim	12%		Interim	13%		Interim	14%		15%
4. Domain 3 Focus 3	ELP Component	All	ELL Students	ELL	All	TELPAS	40%		STAR 360	43%		STAR 360	44%		STAR 360	45%		46%