

Pflugerville Independent School District
Northwest Elementary School
2021-2022 Northwest ES - Board Approved

Accountability Rating: Not Rated: Declared State of Disaster



Board Approval Date: October 21, 2021
Public Presentation Date: September 30, 2021

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.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

The Leadership Academy @ Northwest Elementary (LA@NWES) is part of Pflugerville ISD but is located in Austin, Texas. LA@NWES serves students in EE-5th grade with a 2021-2022 total student enrollment of 418. 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 sixteen nearby apartment complexes. We have four general education buses and 1 special education bus.

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 family involvement efforts have been strained as we have encountered the virtual/in-person learning reality of the 2020-2021 school year. We have incorporated virtual family events such as Family Friday in our endeavors to boost family engagement. For the 2021-2022 school year, while our student enrollment is almost exclusively in person, outreach activities such as Meet the Teacher and/or Open House are still being held virtually.

Students

As of Fall 2020, there was a decline from the prior year in student enrollment of 111 students. Our campus student demographics are as follows:

Student Demographics - Northwest Elementary School (Source: TAPR & OnDataSuite)					
	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Total Enrollment	529	527	529	548	437
African American	26.8%	26.8%	23.8%	27.6%	26.5%
Hispanic	40.6%	38.3%	36.5%	35.6%	32.7%
White	16.3%	18.2%	18.7%	18.6%	21.5%
American Indian	0.2%	0.2%	0.4%	0.0%	0.0%
Asian	11.0%	12.1%	14.0%	13.5%	15.8%
Pacific Islander	0.2%	0.0%	0.0%	0.0%	0.2%
Two or More Races	4.9%	4.4%	6.6%	4.7%	3.2%

In the 2020-2021 school year, there was an 8% decrease in the percentage of students identified as economically disadvantaged, as well as an almost 10% decrease in At-Risk students compared to the prior year. There was a 3% increase in English Learners and a 1% increase in students receiving special education services. There has been a steady increase in the number of students receiving dyslexia and Section 504 services over the past several years.

Student Special Program Identification/Participation - Northwest Elementary School (Source: TAPR & OnDataSuite)					
	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Economically Disadvantaged	70.9%	67.7%	79.4%	82.3%	74.1%

Student Special Program Identification/Participation - Northwest Elementary School (Source: TAPR & OnDataSuite)					
English Learners	24.0%	25.6%	30.4%	30.1%	33.0%
At-Risk	53.5%	55.2%	53.3%	69.7%	60.2%
Special Education	16.2%	13.4%	15.5%	13.3%	14.4%
Gifted & Talented	3.6%	3.2%	4.0%	3.3%	3.2%
Dyslexia	0.8%	1.7%	3.4%	6.0%	5.7%
Section 504	2.3%	5.7%	4.3%	6.8%	7.6%
Immigrant	3.6%	1.9%	7.7%	8.0%	8.2%
Homeless	1.5%	1.3%	3.6%	4.9%	1.6%
Migrant	0.0%	0.0%	0.0%	0.0%	0.0%
Campus Mobility Rate	25.5%	29.0%	26.7%	24.7%	not yet reported

Staff

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. However, for the 2020-2021 school year, staff new to campus is down to 18%. The demographics of our teachers do not match the demographics of our students. While we have increased the number of teachers who identify as Hispanic, and those demographics match that of the students, the campus could still increase the number of teachers who identify as members of other demographic groups.

Teacher Demographics - Northwest Elementary School (Source: TAPR)				
	2016-2017	2017-2018	2018-2019	2019-2020
Total Teachers	43.5	42.1	42.3	39.3
African American	6.9%	9.5%	9.5%	5.1%
Hispanic	20.7%	19.0%	23.6%	30.5%
White	65.5%	64.4%	62.1%	56.7%
American Indian	0.0%	0.0%	0.0%	0.0%
Asian	0.0%	0.0%	0.1%	2.5%
Pacific Islander	0.0%	0.0%	0.0%	0.0%
Two or More Races	6.9%	7.1%	4.7%	5.1%

The number of beginning teachers on campus has increased, while the number of seasoned teachers has decreased overall.

Teachers by Years of Experience - Northwest Elementary School (Source: TAPR)				
	2016-2017	2017-2018	2018-2019	2019-2020
Beginning Teachers	9.2%	7.1%	0.0%	17.7%
1-5 Years Experience	34.6%	38.0%	47.3%	33.1%

Teachers by Years of Experience - Northwest Elementary School (Source: TAPR)				
6-10 Years Experience	24.8%	16.6%	16.5%	18.5%
11-20 Years Experience	13.1%	21.7%	26.8%	23.1%
Over 20 Years Experience	18.4%	16.6%	9.4%	7.6%

Demographics Strengths

LA@NWE's 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 to having a diverse community is the opportunity for students to learn different cultures and backgrounds. We have incorporated a house system that is rooted in celebrating the cultural diversity of our campus. 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) and meal curb-side pick-up for our virtual students. Our parent liaison connects families with many varied resources.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): The demographics of our teachers do not reflect our students' demographics. **Root Cause:** Recruiting efforts through the district have not met campus needs.

Problem Statement 2: High number of teacher turnover has led to inconsistencies in the implementation of campus protocols. **Root Cause:** Lack of explicit expectations and accountability for all staff members.

Student Learning

Student Learning Summary

2018-2019 Accountability Ratings

For the 2018-2019 school year, 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 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. For the 2021-2022 school year we will not receive new accountability ratings per TEA though STAAR was administered for 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.

2020-2021 Student Learning Outcomes

MOY Math & Reading Screener Results (2020-2021)		
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.)	MOY: Students On Grade Level
Kinder	Reading & Math - TX-KEA	24%
1st	Reading - TPRI	25%

MOY Math & Reading Screener Results (2020-2021)		
1st	Math- Star360	59%
2nd	Reading - TPRI	31%
2nd	Math - Star360	48%
3rd	Reading - TEA Interim	25%
3rd	Math - TEA Interim	18%
4th	Reading - TEA Interim	37%
4th	Math - TEA Interim	17%
4th	Writing - TEA Interim	31%
5th	Reading - TEA Interim	39%
5th	Math - TEA Interim	41%
5th	Science - TEA Interim	15%

Math Results: Star360 (2020-2021)			
	BOY	MOY	EOY
1st	81%	59%	69%
2nd	52%	48%	27%
3rd	49%	60%	59%
4th	40%	41%	38%
5th	56%	49%	46%

Reading Results: Star360 (2020-2021)			
	BOY	MOY	EOY
3rd	39%	41%	42%
4th	30%	24%	34%
5th	38%	33%	37%

Reading Results: TEA Interim Assessments (2020-2021)				
	Opportunity 1		Opportunity 2	
	Approaches	Meets Grade Level	Approaches	Meets Grade Level
3rd	45%	18%	88%	25%
4th	48%	24%	95%	37%
5th	64%	31%	97%	39%

Math Results: TEA Interim Assessments (2020-2021)				
	Opportunity 1		Opportunity 2	
	Approaches	Meets Grade Level	Approaches	Meets Grade Level
3rd	29%	9%	65%	18%
4th	40%	11%	90%	17%
5th	47%	20%	90%	41%

Science Results: TEA Interim Assessments (2020-2021)				
	Opportunity 1		Opportunity 2	
	Approaches	Meets Grade Level	Approaches	Meets Grade Level
5th	16%	4%	43%	15%

2020-2021 STAAR RESULTS						
3rd Grade						
Reading	Approaches	57%	Meets	42%	Masters	13%
Math	Approaches	55%	Meets	23%	Masters	9%
4th Grade						
Reading	Approaches	33%	Meets	17%	Masters	3%
Math	Approaches	26%	Meets	6%	Masters	3%
Writing	Approaches	27%	Meets	8%	Masters	3%
5th Grade						
Reading	Approaches	62%	Meets	32%	Masters	22%
Math	Approaches	49%	Meets	22%	Masters	17%
Science	Approaches	41%	Meets	14%	Masters	8%

2021 Closing the Gaps Outcomes

Based on 2021 STAAR and TELPAS performance, NES only met 3 out of 31 (10%) of 2021 Closing the Gaps targets for evaluated student groups. Two of the 3 met targets were for the English Learner student group in Academic Achievement Status for Reading and in English Language Proficiency Status where 56% of students made progress in their TELPAS composite rating from 2020 to 2021. The Special Education student group also met the target for Academic Achievement Status in Reading.

The 28 missed Closing the Gaps targets were for the following indicators:

- Academic Achievement Status in Reading
 - All Students
 - African American
 - Hispanic
 - White
 - Asian
 - Eco Dis
 - Continuously Enrolled
 - Non-Continuously Enrolled

- Academic Achievement Status in Math (all targets were missed for every evaluated student group)
 - All Students
 - African American
 - Hispanic
 - White
 - Asian
 - Eco Dis
 - Continuously Enrolled
 - Non-Continuously Enrolled
 - English Learners
 - Special Education

- Student Success Status (all targets were missed for every evaluated student group)
 - All Students
 - African American
 - Hispanic
 - White
 - Asian
 - Eco Dis
 - English Learners
 - Special Education
 - Continuously Enrolled
 - Non-Continuously Enrolled

Student Learning Strengths

2020-2021 TEA Interim Assessment results indicate academic improvements across the subject areas as indicated by increases between Interim Opportunity 1 and Opportunity 2.

For 2021 Closing the Gaps, 2 of the 3 met targets were for the English Learner student group in Academic Achievement Status for Reading and in English Language Proficiency Status where 56% of students made progress in their TELPAS composite rating from 2020 to 2021.

The Special Education student group also met the 2021 Closing the Gaps target for Academic Achievement Status in Reading.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): For the 2021 Closing the Gaps, all targets were missed for Academic Achievement Status in Math, and in Student Success Status, and all but two targets were missed for Academic Achievement Status in Reading. **Root Cause:** Students need more engaging Tier 1 instruction and more targeted Tier 2 instruction.

Problem Statement 2: Students are not achieving at the Meets Grade Level of performance for all tested subjects. **Root Cause:** Rigor in Tier 1 instruction is lacking. Concentration on the lower 25% of performers has been the norm rather than a focus on moving students from "Approaches" to "Meets" and "Masters."

Problem Statement 3 (Prioritized): Science STAAR results are well below standards. **Root Cause:** Students need more hands-on activities.

Problem Statement 4: Primary students are performing below grade level in reading and math. **Root Cause:** Student are missing foundational skills and are not making connections from instruction to application.

School Processes & Programs

School Processes & Programs Summary

For the 2020-2021 school year, an instructional playbook was developed and a systematic process for review lesson plans was implemented. Primary teachers have participated in CGI Math training during the summer and throughout the school year. Intermediate grades participated in Math Workshop training. A focus toward data driven instruction has begun and will continue into the 2021-2022 school year. Staff input indicates that teachers would like continued training in Lesson Planning, EL strategies and Team Building.

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 three 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 three 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. During the 2020-2021 school the campus has implemented a house system to support development of student leaders and cultural awareness.

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. 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.

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

Effective campus procedures and practices continue to be developed through staff structures, establishment of PLC practices and protocols and thorough 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 (Prioritized): Establishment of targeted school programs and processes that were chosen specifically to address low school performance have not become implemented with expected fidelity and results. **Root Cause:** Interruptions in traditional instruction due to world pandemic.

Perceptions

Perceptions Summary

For the 2020-2021 school year, we hired 11.8% new staff members. 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. 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. Feedback is gathered through various group settings such as staff, Grade Level Leaders, CAAC and the Lighthouse committee. 2020 surveys indicated that staff feels under appreciated and that they have little input into campus decisions.

The Leadership Academy @ Northwest Elementary (LA@NWES) campus climate is beginning to trend positively based on data gathered through district climate survey and 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

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

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.

Our attendance rate is continually one of the strengths at Northwest Elementary, ranking above 96.5% present for the 2018-2019 school year and 95.15% present for the 2019-2020 school year.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: There is a lack of trust across the campus: administrative, within teams, and across grade levels. There is a lack of communication amongst staff across the campus, administrative teams, and across and within grade levels. **Root Cause:** We do not have shared, common, focused priorities, supported through strong campus systems. We do not have a plan in place for consistent, effective, timely communication system.

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

Priority Problem Statements

Problem Statement 1: The demographics of our teachers do not reflect our students' demographics.

Root Cause 1: Recruiting efforts through the district have not met campus needs.

Problem Statement 1 Areas: Demographics

Problem Statement 2: For the 2021 Closing the Gaps, all targets were missed for Academic Achievement Status in Math, and in Student Success Status, and all but two targets were missed for Academic Achievement Status in Reading.

Root Cause 2: Students need more engaging Tier 1 instruction and more targeted Tier 2 instruction.

Problem Statement 2 Areas: Student Learning

Problem Statement 4: Establishment of targeted school programs and processes that were chosen specifically to address low school performance have not become implemented with expected fidelity and results.

Root Cause 4: Interruptions in traditional instruction due to world pandemic.

Problem Statement 4 Areas: School Processes & Programs

Problem Statement 5: There is low parental involvement in school activities.

Root Cause 5: Outreach efforts are not meeting the parents' needs.

Problem Statement 5 Areas: Perceptions

Problem Statement 3: Science STAAR results are well below standards.

Root Cause 3: Students need more hands-on activities.

Problem Statement 3 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

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
- Federal Report Card Data

Student Data: Assessments

- State and federally required assessment information
- (STAAR) current and longitudinal results, including all versions
- STAAR released test questions
- STAAR EL progress measure data
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Student failure and/or retention rates
- Local benchmark or common assessments data
- Texas approved PreK - 2nd grade assessment data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and progress
- Special programs data, including number of students, academic achievement, discipline, attendance, and progress
- 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

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 2021-2022 school year, the Leadership Academy @ 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.

Targeted or ESF 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: During the 2021-2022 school year, LA@NWES will follow systems and protocols that reflect best practices of interviewing and hiring 100% of the time and documented in Interview schedules, questions and decisions.

Evaluation Data Sources: Documented campus hiring guidelines.

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

Performance Objective 3: By May 2022, LA@NWES will increase by 10% in each domain of the Staff Climate Survey.

Targeted or ESF High Priority

Evaluation Data Sources: Staff Climate Surveys

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

Performance Objective 4: During the 2021-2022 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.

Evaluation Data Sources: Designation lists

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

Performance Objective 1: By May 2022, 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 3rd grade students that score meets grade level or above on STAAR Math will increase to 35% by June of 2022 and to 40% by June of 2024.

HB3 Goal

Evaluation Data Sources: 2022 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 2021-2022 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.

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: During the 2021-2022 school year, professional development and instruction will focus on Math skills and delivery to improve Tier 1 instruction so that all student make a minimum of 1 year's growth in Math as measured by EOY assessments.

HB3 Goal

Evaluation Data Sources: RSK! (PK)

TX-KEA (Kinder)

Star360 (1st-5th)

STAAR Math (3rd - 5th)

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

Performance Objective 4: By May 2022, LA@NWES will ensure 80% of all 3th-5th grade students end the school year on grade level in reading. Those beginning on grade level, will make at least 1 year's growth as measured by STAAR 2022.

HB3 Goal

Evaluation Data Sources: STAAR/STAAR interim comparison data

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 to 35% by June 2022 and to 41% by June 2024.

HB3 Goal

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 to 68% by June 2022 and to 70% by June 2024.

The percent of Pre-K students that score on grade level or above in Math on the Ready, Set, K! assessment will increase to 83% by June 2022 and to 85% by June 2024.

HB3 Goal

Evaluation Data Sources: Ready, Set, K! data

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 to 57% by June 2022 and 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 50% by June 2022 and to 52% by June 2024.

HB3 Goal

Evaluation Data Sources: TX-KEA data

Goal 2: PfISD 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, Star360 and STAAR Reading assessments will increase to 46% by June 2022 and 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 55% by June 2022 and to 57% by June 2024.

HB3 Goal

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

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

Performance Objective 9: During the 2021-2022 school year, the Leadership Academy @ Northwest Elementary will incorporate the district and campus literacy plan into the professional development campus plan. Effectiveness will be measured by feedback surveys addressing campus literacy development.

HB3 Goal

Evaluation Data Sources: PD plan

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

Performance Objective 1: During the 2021-2022 school year, LA@NWES will strengthen the school-home and community connections as measured by increased positive responses on the 2021-2022 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 2021-2022 school year, LA@NWES will work to increase connections with feeder pattern secondary schools by initiating and documenting outreach efforts in a Google Drive as evidenced by increased in the campus climate surveys.

Evaluation Data Sources: Climate surveys

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

Performance Objective 3: During the 2021-2022 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.

Targeted or ESF High Priority

Evaluation Data Sources: Student and teacher surveys, TIP

Goal 4: PfISD will improve low performing schools.

Performance Objective 1: By May 2022, LA@NWES will increase the English language proficiency of all English Learners in 1st-5th grades as measured by making at least one level of progress in their 2022 TELPAS composite result compared to 2021 TELPAS.

Evaluation Data Sources: 2022 TELPAS composite rating progress

Goal 4: PfISD will improve low performing schools.

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 2022 STAAR scores when compared to the 2021 STAAR scores.

Targeted or ESF High Priority

Evaluation Data Sources: TIP
Evidence of implementation

Goal 4: PfISD will improve low performing schools.

Performance Objective 3: During the 2021-2022 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 as measured by increases in state accountability percentages.

Evaluation Data Sources: EOY assessments
SEL student and family surveys

Goal 4: PfISD will improve low performing schools.

Performance Objective 4: During the 2021-2022 school year, LA@NWES will work to increase by 10% two-way home to school connections with communications being documented in the Communications Google Drive.

Evaluation Data Sources: Climate surveys
Newsletters

Goal 4: PfISD will improve low performing schools.

Performance Objective 5: During the 2021-2022 school year, all instructional decisions at LA@NWES, will be data-based as reflected in the campus playbook and grade level expectations with monthly data talks and reviews and progress documented in the Data Google Drive.

Targeted or ESF High Priority

Evaluation Data Sources: TIP

Campus protocol documents

Goal 4: PfISD will improve low performing schools.

Performance Objective 6: LA@NWES will engage in Restorative Practices during the 2021-2022 school year as it incorporates with Leader in Me, PBIS and Second Step as measured by a 5% decrease in discipline referral data.

Evaluation Data Sources: Discipline data
Climate surveys