

**Northwest Independent School District**  
**Beck Elementary School**  
**2018-2019 Campus Improvement Plan**



# Core Beliefs

Kids come first.

Continuous learning is essential to prepare for college and career opportunities.

Each student's success is the shared responsibility of students, families, schools, and communities.

Learning is influenced by environment.

## Northwest ISD Vision

Northwest ISD empowers  
learners and leaders to positively impact the world.

## Northwest ISD Mission

Northwest ISD, in collaboration with  
students, families, communities, and global partners,  
will engage in a culture of learning  
that prepares all students to confidently navigate their future.

# **Samuel Beck Elementary School Mission**

In partnership with the community, Beck Elementary is committed to success for all learners, ensuring a safe environment that implements rigorous, relevant curricula and focused instruction.

# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Beck Elementary has been providing students and the community of Trophy Club a premier education experience for 20 years. Our campus has a rich tradition of academic excellence for all students. Our students are consistently performing above the district and state averages on district and state assessments. In addition, our campus has placed a large emphasis on community outreach with each grade level participating in a minimum of one service learning project each year. We have committed to branding our campus True Blue with character serving as the cornerstone of all that we do.

Currently, Beck serves 821 students from Trophy Club and parts of Roanoke and Flowermound. Our demographics consist of 13% Hispanic, 9% Asian, 5% Black, 87% White. Some of our students are dually coded which is why it does not equal 100%. We also have 7% of our students receiving special ed services, 7% who are LEP or ELL learners, 11% receiving GT services, 18% coded as at-risk, and 6% are economically disadvantaged.

We also offer many clubs at Beck for students to get involved. We have approximately 80 students who participate in UIL Each year, 50 that participate in Ultimate Book Challenge, and several hundred in other afterschool clubs such as coding, Robotics, Chess, Drama, Book Club, Golf, Tennis, Ipiانو, Mad Science, Art, Spanish, Sports, DI and others.

Our attendance rate hovers close to 97% each year, leaving us lower than those that we compare to. We have many students who take long vacations throughout the year which effects our attendance rate.

### Demographics Strengths

Our community has always been extremely supportive of our students and staff. Our parents donate much of their time and resources to ensure that our students are getting a premier education. Our vision at Beck is that there is "Excellent Teaching and Learning Every Moment of Every day for Every One." Consequently, it is important for us to plan to meet the needs of not only our struggling learners, but our high achievers and GT population as well. Our RTI practices help to ensure that students needs are being met through appropriate and timely interventions. In addition, our GT teachers work collaboratively with our general ed staff to plan for differentiation so that we can

extend and accelerate learning for all.

Our staff is also 100 percent certified with 90% having their GT hours and 80% have their ESL certification.

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

**Problem Statement 1:** Teachers need continued support and opportunities for professional learning that address differentiation and individualized learning for all students. **Root Cause:** There is a vast range of student performance based on the experiences and exposure to instruction that meets them where they are.

**Problem Statement 2:** Students achievement will continue to improve when learning experiences are routinely differentiated to meet each student's unique needs. **Root Cause:** Students' diverse background knowledge, experiences, strengths and weaknesses need to be routinely considered in curriculum design

**Problem Statement 3:** Teachers need to be provided enough time to learn, apply, and reflect on their practices. **Root Cause:** Teachers are stretched in so many directions that it is essential time be used more wisely.

**Problem Statement 4:** Beck staff members need to routinely design learning experiences that support the success of the whole child. **Root Cause:** Students come to school with different strengths and weaknesses both academically and socially.

## Student Academic Achievement

### Student Academic Achievement Summary

#### DRA

Grade Level	Total Students	Independent Text	Percentage Below Grade Level	Percentage Above Grade Level
Kinder	142	12.49	4.23	95.77
First	120	23.5	8.33	91.67
Second	126	34.62	8.73	91.27
Third	125	39.79	8	92
Fourth	167	51.32	4.19	95.81
Fifth	145	63.92	1.38	98.62

STAAR 2018	Approaches Meets	Masters
3rd Reading	94%	72%
3rd Math	94%	72%
4th Reading	89%	71%
4th Math	95%	73%
4th Writing	81%	58%
5th Reading	97%	80%
5th Math	97%	87%
5th Science	92%	72%
6th Math	100%	100%

#### PBMAS 3rd Grade MATH

Hispanic	77%	54%	15%
White	96%	73%	42%
African American	100%	100%	0%
Economically Disadvantages	86%	43%	0%
ELL	100%	25%	25%
SPED	62%	50%	25%

PBMAS 3rd Reading				
Hispanic		79%	43%	36%
White		96%	78%	51%
African American	N/A	N/A	N/A	
Economically Disadvantages		86%	43%	14%
ELL	N/A	N/A	N/A	
SPED		50%	50%	25%

PBMAS 4th Math				
Hispanic		94%	62%	31%
White		95%	73%	42%
African American		89%	56%	33%
Economically Disadvantages		75%	33%	33%
ELL		100%	50%	50%
SPED		55%	27%	9%

PBMAS 4th Reading				
Hispanic		93%	80%	40%
White		89%	70%	42%
African American		78%	44%	33%
Economically Disadvantages		83%	67%	25%
ELL	100%	50%	0%	
SPED		73%	36%	18%

PBMAS 4th Writing				
Hispanic		80%	53%	13%
White		80%	55%	20%
African American		67%	56%	0%
Economically Disadvantages		75%	33%	8%
ELL		25%	0%	0%

SPED	33%	8%	0%
PBMAS 5th Math			
Hispanic	95%	76%	19%
White	97%	90%	64%
African American	100%	60%	20%
Economically Disadvantages	83%	67%	17%
ELL	75%	75%	0%
SPED	70%	40%	10%
PBMAS 5th Reading			
Hispanic	95%	62%	33%
White	97%	83%	51%
African American	80%	80%	0%
Economically Disadvantages	100%	50%	17%
ELL	100%	75%	50%
SPED	70%	40%	10%
PBMAS 5th Science			
Hispanic	85%	55%	25%
White	95%	78%	48%
African American	60%	0%	0%
Economically Disadvantages	92%	42%	17%
ELL	75%	50%	0%
SPED	40%	20%	10%

### Student Academic Achievement Strengths

At Beck, our mastery percentage by grade has made marked progress as shown by our data below. Our students at each grade-level are achieving high mastery levels with another large percent of our students missing mastery by very small margins. Approximately 25 students are enrolled in accelerated math and of the students who took 6th Grade STAAR, all of them scored at the masters level.



Mastery Data										
	% of Students	Reading Mastery	1-2 Questions from mastery	% of Students	Math Mastery	1-2 Questions from mastery	% of Students		1-2 Questions from mastery	
Kindergarden	81%	DRA 8								
1st Grade	71%	DRA 20								
2nd Grade	70%	DRA 30								
3rd Grade	50%	STAAR 85%	17%	37%	STAAR 88%	20%	21%			
4th Grade	45%	STAAR 86%	15%	43%	STAAR 85%	25%	23%	Writing	12%	
5th Grade	48%	STAAR 87%	14%	58%	STAAR 83%	17%	45%	Science	17%	

### Problem Statements Identifying Student Academic Achievement Needs

**Problem Statement 1:** Students are not reaching their full potential on district and state assessments. **Root Cause:** Students have minimal opportunities to practice applying knowledge and skills how it will be tested.

**Problem Statement 2:** A larger percentage of our students are just 1-2 questions away from mastery distinction. **Root Cause:** Our teachers may not be targeting their instruction to continually push those learners to their fullest potential.

## School Processes & Programs

### School Processes & Programs Summary

At Beck we recruit highly qualified and talented teachers. New teachers are provided with a mentor for two years and teachers new to Beck Elementary are provided a "buddy" for the year. The 2018-2019 Beck mentor coordinator has developed a plan for frequent and intentional activities to support the new teachers needs and build their confidence and knowledge as new teachers to Beck and NISD.

Beck has two leadership teams that consist of an Operational Leadership Team and an Instructional Leadership Team. The OLT serves as the Campus Safety Team and handles all operational areas . The ILT focuses on instruction, data, and curriculum.

RTI, 504, and ARD committees meet to discuss the needs and progress of students who are served in those programs.

Beck uses campus data to create safety nets for students. XYZ meetings are held every 6-8 weeks to review the progress of each and every student on campus.

Teachers participate weekly in a grade level PLC. Teachers focus on the 4 critical question of a PLC as well as common assessments, data, unpacking TEKS, Rigor, Relevance, and Engagement, and professional learning.

We have programs new programs such as Lexia, Imagine Math (gr. 2) and Fact Fluency (2-5), E-STAR

## **School Processes & Programs Strengths**

At Beck, we are committed to excellent teaching and learning for all students and adults. Therefore we have processes in place to support learning environments such as PLCs, vertical alignment meetings, and whole staff professional learning. For students, we have programs that support students learning at all levels. At-risk, Sped, 504, High achievers, and GT. We have processes in place to support flexible grouping and small group instruction, vertical teaming, etc...

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

**Problem Statement 1:** PLCs need to be more structured and purposeful to meet the needs of all learners. **Root Cause:** Change in personnel at each grade level and understanding of protocols.

## **Perceptions**

### **Perceptions Summary**

We have worked very hard to create a culture of learning and collaboration at Beck. Our values and beliefs must always reflect in our actions to support our students, staff, and community members. We have focused our work around high academic performance and development of strong character in our students. This year we will continue with an emphasis on students' social and emotional needs. We have branded our campus True Blue and lived by the Beck Bulldog Code: Respectful, Responsible, Cooperative, Honest, and Appreciative of Others. These core values, in addition to teaching and modeling qualities of an exceptional learner, have helped our students experience great success.

OHI and Teacher Survey data shows that our staff is extremely goal-focused, innovative, and proud to work at Beck. Parent survey's demonstrate strong confidence in our staff to keep students safe and provide a premier education to their children. They feel welcomed on our campus and say that their children feel safe.

### **Perceptions Strengths**

We are a National and State school of Character, a recipient of the School Transforming Learning award. Our OHI data saw increases in all but two domains, in which we are performing well above the National Average. Our parents feel a strong connection to our campus and they display a lot of pride to be connected to Beck through high participation in PTA and campus events.

# Comprehensive Needs Assessment Data Documentation

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

# Goals

Revised/Approved: May 29, 2018

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

**Performance Objective 1:** Beck staff will be intentional and purposeful in planning to meet the social and emotional needs of all learners.

**Evaluation Data Source(s) 1:** Monday Morning Meetings, Recognitions, Surveys

**Summative Evaluation 1:**

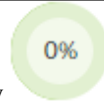
Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	Apr
1) The character committee will meet each 6 weeks to develop the M4 meetings around character building and SEL Skills.							
Problem Statements: Demographics 4							
2) A comprehensive guidance program will be implemented that addresses the social and emotional needs of students.		Administrator, Counselor	Student efficacy, Character development				
Problem Statements: Demographics 4							
3) Increase Student Leadership opportunities. A Principal's Advisory Committee will be formed to meet with the principal every 6 weeks to provide student voice.	2.6	Administrator	Student ownership in their learning and campus culture. Student Voice and choice in school activities				
Problem Statements: Demographics 4							
4) Provide an annual parent education meeting focused on supporting social and emotional skills as well as creating a safe campus for all students.		Counselor, District Attorney, Administrator	Increased parent awareness				
Problem Statements: Demographics 4							
5) The principal will choose a book that focuses on development of a SE skill.		Principal	Increase social and emotional skills.				
Problem Statements: Demographics 4							



= Accomplished



= Continue/Modify



= No Progress



= Discontinue

**Performance Objective 1 Problem Statements:**

**Demographics**

**Problem Statement 4:** Beck staff members need to routinely design learning experiences that support the success of the whole child. **Root Cause 4:** Students come to school with different strengths and weaknesses both academically and socially.

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

**Performance Objective 2:** Learning experiences will be routinely differentiated to meet the unique needs of each student.

**Evaluation Data Source(s) 2:** Student products, lesson plans, mastery performance on district and state assessments, student e-portfolios, and classroom observations.

**Summative Evaluation 2:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	Apr
1) With the implementation of Lexia and Imagine Math, and using these as progress monitoring tools, teachers will be able to design additional experiences to remediate or accelerate student learning.		Teachers, Administrators, Intervention specialists	Academic growth				
	Problem Statements: Demographics 2						
2) Teachers will use weekly formative assessments to determine student's proficiency and mastery level on selected TEKS.		Teachers, Admin.	Expose students to a variety of formats to measure progress towards mastery.  Greater performance of mastery on district and state assessments.				
	Problem Statements: Demographics 2						
3) Teachers will employ effective strategies to differentiate and individualize learning for all students. These strategies include but are not limited to: Curriculum Compacting, acceleration, flexible grouping, multi-level learning, and tiered assignments.		Teachers, Admin	Improved mastery and student performance on standardized and performance based assessments.				
	Problem Statements: Demographics 2						
4) The administrative team will conduct a minimum of 60 classroom visits weekly to provide feedback, observe differentiation strategies, and connect and build relationships with staff and students.		Principal	Improved instruction as a result of feedback.				

**Performance Objective 2 Problem Statements:**

<b>Demographics</b>
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**Problem Statement 2:** Students achievement will continue to improve when learning experiences are routinely differentiated to meet each student's unique needs. **Root Cause 2:** Students' diverse background knowledge, experiences, strengths and weaknesses need to be routinely considered in curriculum design

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

**Performance Objective 3:** Master performance for each grade-level cohort as measured by STAAR will increase by 15-20% in grades 3-5.

**Evaluation Data Source(s) 3:** CBA, Benchmarks, CICs, STAAR

**Summative Evaluation 3:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	Apr
1) Using the 4DX model, each grade-level will select a lead measure that will help the campus reach our goal of mastery performance.		Teachers Admin.	Higher master performance on district and state assessments.				
Problem Statements: Demographics 2							
2) Weekly formative assessments designed to prepare students to be Assessment capable and successful students.		Teachers, admin, Intervention specialists, GT teachers	More students will perform at the meets and mastery level on district and state assessments.				
Problem Statements: Demographics 2							
3) Effective differentiated strategies will be employed to meet the unique needs of our learners.		Teachers, Admin.	By meeting students where they are, we will be able to plan effectively for intervention and extension to increase student performance.				
Problem Statements: Demographics 2							
4) Vertical Planning will occur twice a semester to ensure aligned expectations and sharing of effective instructional strategies.		Teachers, Admin.	Increased teacher efficacy				
Problem Statements: Demographics 3 - School Processes & Programs 1							
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

**Performance Objective 3 Problem Statements:**

Demographics
<b>Problem Statement 2:</b> Students achievement will continue to improve when learning experiences are routinely differentiated to meet each student's unique needs. <b>Root Cause 2:</b> Students' diverse background knowledge, experiences, strengths and weaknesses need to be routinely considered in curriculum design
<b>Problem Statement 3:</b> Teachers need to be provided enough time to learn, apply, and reflect on their practices. <b>Root Cause 3:</b> Teachers are stretched in so many directions that it is essential time be used more wisely.
School Processes & Programs

**Problem Statement 1:** PLCs need to be more structured and purposeful to meet the needs of all learners. **Root Cause 1:** Change in personnel at each grade level and understanding of protocols.

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

**Performance Objective 4:** K-2 Mastery performance will increase by 15-20% based on each grade-level cohort on the EOY goal for DRA2

**Evaluation Data Source(s) 4:** CBA, Guided Reading data, DRA2

**Summative Evaluation 4:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	Apr
1) Using 4DX model, K-2 teachers will create a lead measure that targets our high achieving students and GT students to ensure that their needs are being met.		Teachers, Admin.	By specifically targeting these students in GR and small group instruction we can extend and accelerate learning to increase the number of students accomplishing the EOY goal on DRA2.				
Problem Statements: Demographics 2							

**Performance Objective 4 Problem Statements:**


Demographics
<b>Problem Statement 2:</b> Students achievement will continue to improve when learning experiences are routinely differentiated to meet each student's unique needs. <b>Root Cause 2:</b> Students' diverse background knowledge, experiences, strengths and weaknesses need to be routinely considered in curriculum design

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

**Performance Objective 5:** In grades 3-5, all subgroups will show growth as measured by TEA.

**Evaluation Data Source(s) 5:** STARR Performance Growth Measure

**Summative Evaluation 5:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	Apr
1) A variety of formative assessment tools such as common instructional checks, rubrics, performance based tasks, will be used to accurately assess current levels of performance and consequently drive instruction for each student.		Teachers	More differentiated experiences leading to students increased level of interest and performance.				
	Problem Statements: Demographics 2						
2) Teachers will collaborate with support staff such as GT, literacy/math coach, Instructional technologist and other experts to meet the needs of all learners.		Teachers, Administrators, coaches	More effective planning and co-construction of differentiated lessons that provide appropriate learning experiences for each student.				
	Problem Statements: Demographics 2						
							

**Performance Objective 5 Problem Statements:**

<b>Demographics</b>
<b>Problem Statement 2:</b> Students achievement will continue to improve when learning experiences are routinely differentiated to meet each student's unique needs. <b>Root Cause 2:</b> Students' diverse background knowledge, experiences, strengths and weaknesses need to be routinely considered in curriculum design

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

**Performance Objective 6:** Students within the PBMAS subgroups will receive an 0 rating.

**Evaluation Data Source(s) 6:** SPED, ELL STAAR performance

**Summative Evaluation 6:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	Apr
1) Special Ed teachers will collaborate every 6 weeks to review student performance data and plan next steps in support.		Teachers, Administrators	Lesson design is intentional and shared which will increase student performance.				
Problem Statements: Demographics 2							

**Performance Objective 6 Problem Statements:**



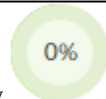

Demographics
<b>Problem Statement 2:</b> Students achievement will continue to improve when learning experiences are routinely differentiated to meet each student's unique needs. <b>Root Cause 2:</b> Students' diverse background knowledge, experiences, strengths and weaknesses need to be routinely considered in curriculum design

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

**Performance Objective 7:** PLCs will be structured around building common assessments, reviewing data, unpacking the standards, assessing student work, and professional learning.

**Evaluation Data Source(s) 7:** PLC agendas, minutes, lesson plans, formative assessments, Benchmarks, and STAAR

**Summative Evaluation 7:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	Apr
1) Teachers will engage in weekly purposeful PLCs using protocols to build common assessments, review data, increase rigor and relevance and grow professionally.		Team Leaders, Admin.	Purposeful planning leads to quality lesson design and experiences for students which leads to improved performance.				
Problem Statements: School Processes & Programs 1							
2) Teachers will engage in weekly purposeful PLCs using protocols to build common assessments, review data, increase rigor and relevance and grow professionally.		Team Leaders, Admin.	Purposeful planning leads to quality lesson design and experiences for students which leads to improved performance.				
Problem Statements: School Processes & Programs 1							
3) Teachers will engage in weekly purposeful PLCs using protocols to build common assessments, review data, increase rigor and relevance and grow professionally.		Team Leaders, Admin.	Purposeful planning leads to quality lesson design and experiences for students which leads to improved performance.				
Problem Statements: School Processes & Programs 1							
4) Teachers will engage in weekly purposeful PLCs using protocols to build common assessments, review data, increase rigor and relevance and grow professionally.		Team Leaders, Admin.	Purposeful planning leads to quality lesson design and experiences for students which leads to improved performance.				
Problem Statements: School Processes & Programs 1							
<b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 6 CSF 7		Team Leader, Admin.	Increase in effective instruction, professional learning for teachers, increased student performance.				
5) Teachers will engage in reflective learning cycles that will drive instruction.	Problem Statements: School Processes & Programs 1						
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

**Performance Objective 7 Problem Statements:**

## School Processes & Programs

**Problem Statement 1:** PLCs need to be more structured and purposeful to meet the needs of all learners. **Root Cause 1:** Change in personnel at each grade level and understanding of protocols.



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

**Performance Objective 8:** Teachers will create a grade-level goal and a strategy to ensure a laser-like focus on our high-achieving students who typically don't get the face to face instruction like that of our struggling learners.

**Evaluation Data Source(s) 8:** WIG sessions each week, scorecard/score board, Master Performance on STAAR, CBA, and CICs.

**Summative Evaluation 8:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	Apr
1) Teachers will make weekly commitments around their lead measure and discuss in their WIG session at PLC.		Teachers	Increased student performance				
Problem Statements: Demographics 2							

**Performance Objective 8 Problem Statements:**


Demographics
<b>Problem Statement 2:</b> Students achievement will continue to improve when learning experiences are routinely differentiated to meet each student's unique needs. <b>Root Cause 2:</b> Students' diverse background knowledge, experiences, strengths and weaknesses need to be routinely considered in curriculum design

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

**Performance Objective 9:** Beck Teachers will participate in professional learning that supports the planning and execution of differentiated and individualized learning for students.

**Evaluation Data Source(s) 9:** PLC minutes, lesson plans, observation data, student work/products, e-portfolios, mastery performance percentages.

**Summative Evaluation 9:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	Apr
1) Teachers will engage in learning around curriculum compacting, flexible grouping, tiered instruction, and multi level learning as described in the book "When They Know It"		Admin, GT Teachers	Increased teacher efficacy in planning for differentiation and individualized learning resulting in great student interest and performance.				
	Problem Statements: Demographics 1						
2) Teachers will engage and utilize level 2 training in Depth and Complexity to differentiate student thinking.		Teachers, Admin, GT	Increased critical thinking will lead to improved student performance.				
	Problem Statements: Demographics 1, 3						
							

**Performance Objective 9 Problem Statements:**

Demographics
<b>Problem Statement 1:</b> Teachers need continued support and opportunities for professional learning that address differentiation and individualized learning for all students. <b>Root Cause 1:</b> There is a vast range of student performance based on the experiences and exposure to instruction that meets them where they are.
<b>Problem Statement 3:</b> Teachers need to be provided enough time to learn, apply, and reflect on their practices. <b>Root Cause 3:</b> Teachers are stretched in so many directions that it is essential time be used more wisely.

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

**Performance Objective 10:** Beck will foster a culture of literacy.

**Evaluation Data Source(s) 10:** Student work, Book recommendations, Literacy Night, Book Clubs

**Summative Evaluation 10:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	Apr
1) Book clubs focused on fostering a love for reading will be provided to students. Clubs such as Harry Potter, Blue Bonnet, Ultimate Book Challenge and more will be sponsored by teachers.		Teachers Administrators	Foster a love for reading, Improved comprehension				
Problem Statements: Demographics 1, 4							
2) Teachers will provide book recommendations by sharing their favorite book, and what they are currently reading.		Teachers	Peak student interest in a variety of genres.				
Problem Statements: Demographics 1, 4							

**Performance Objective 10 Problem Statements:**


Demographics
<b>Problem Statement 1:</b> Teachers need continued support and opportunities for professional learning that address differentiation and individualized learning for all students. <b>Root Cause 1:</b> There is a vast range of student performance based on the experiences and exposure to instruction that meets them where they are.
<b>Problem Statement 4:</b> Beck staff members need to routinely design learning experiences that support the success of the whole child. <b>Root Cause 4:</b> Students come to school with different strengths and weaknesses both academically and socially.

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

**Performance Objective 1:** Spend the time vetting teachers to ensure they hold the values and beliefs that we hold high as a campus and district as well as have the knowledge and skills to maximize student performance.

**Evaluation Data Source(s) 1:** T-TESS, observations, Human X, teacher retention data

**Summative Evaluation 1:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	Apr
1) Utilize the district resources such as Human X and RIVS to review high quality candidates.		Principal	Quality teachers ensure greater student success.				
Problem Statements: Demographics 4							
<b>Critical Success Factors</b> CSF 6 CSF 7		Teachers, Administrators	Build teacher pride and efficacy in their work.				
2) Recognize and celebrate teacher success with the following awards: Beck Brilliance Hashtag Award; Beck Brags Teacher, and True Blue Teacher of the Month, and Teacher of the Year.	Problem Statements: Demographics 1						
							

**Performance Objective 1 Problem Statements:**


<b>Demographics</b>
<b>Problem Statement 1:</b> Teachers need continued support and opportunities for professional learning that address differentiation and individualized learning for all students. <b>Root Cause 1:</b> There is a vast range of student performance based on the experiences and exposure to instruction that meets them where they are.
<b>Problem Statement 4:</b> Beck staff members need to routinely design learning experiences that support the success of the whole child. <b>Root Cause 4:</b> Students come to school with different strengths and weaknesses both academically and socially.

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

**Performance Objective 2:** Build collective efficacy among our staff by providing structured and protected time for teachers to meet in a collaborative setting on a weekly basis. Teachers will engage in goal-setting, lesson studies, classroom observations, collaborative planning, professional learning, as well as other valuable activities.

**Evaluation Data Source(s) 2:** Teacher Retention rates, Observations, PLC agenda and minutes, T-TESS, lesson plans, and student performance data

**Summative Evaluation 2:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	Apr
1) Protected weekly PLC time will be provided.		Administrators	Improve teacher efficacy, professional learning, and planning which results in higher achievement.				
Problem Statements: School Processes & Programs 1							
2) Extended PLC each 6 weeks will be provided for teachers to plan more purposefully for the upcoming 6 weeks. An emphasis on backward design.		Team Leaders, Administrators	Better alignment between taught and tested curriculum.				
Problem Statements: School Processes & Programs 1							
3) PLC time will be used to discuss common assessments, student work, standards, goals, and professional learning.		Team Leader, Administrators	Greater knowledge of written and tested curriculum, student data, and increased knowledge of best practices.				
Problem Statements: School Processes & Programs 1							
							

**Performance Objective 2 Problem Statements:**


<b>School Processes &amp; Programs</b>
<b>Problem Statement 1:</b> PLCs need to be more structured and purposeful to meet the needs of all learners. <b>Root Cause 1:</b> Change in personnel at each grade level and understanding of protocols.

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

**Performance Objective 3:** Create professional learning opportunities that directly impact their practice and improve student performance and achievement.

**Evaluation Data Source(s) 3:** Student work, performance data, teacher reflections, teacher survey, teacher completion badges (or technology), conferences with teachers and Kelli Sanders

**Summative Evaluation 3:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	Apr
1) Level 2 Depth and Complexity training provided to all staff.		Administrators	Increase tools to differentiate thinking for students and increase performance.				
	Problem Statements: Demographics 1						
2) Utilize district coaches to support efforts for creating differentiated learning experiences for students.		Teachers, Administrators	Learning for experts in content will help build teacher confidence and craft in designing differentiated and individualized learning opportunities.				
							

**Performance Objective 3 Problem Statements:**

Demographics
<b>Problem Statement 1:</b> Teachers need continued support and opportunities for professional learning that address differentiation and individualized learning for all students. <b>Root Cause 1:</b> There is a vast range of student performance based on the experiences and exposure to instruction that meets them where they are.

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

**Performance Objective 4:** Establish 6 week meetings for new teachers and their mentors to reflect and provide needed support.

**Evaluation Data Source(s) 4:** Mentor meeting agendas, new teacher surveys, and new teacher retention.

**Summative Evaluation 4:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	Apr
1) Meet each 6 weeks with new teachers to provide support in any area they need. Catch new teachers up with initiative and resources that are in place.		Mentors, Administrators	Increase new teacher confidence and sure best practices are being used in all classrooms.				
Problem Statements: Demographics 1							

**Performance Objective 4 Problem Statements:**

Demographics
<b>Problem Statement 1:</b> Teachers need continued support and opportunities for professional learning that address differentiation and individualized learning for all students. <b>Root Cause 1:</b> There is a vast range of student performance based on the experiences and exposure to instruction that meets them where they are.

**Goal 3: Northwest ISD will create and foster an environment where all stakeholders are engaged in the transformational work of the NISD family.**

**Performance Objective 1:** Beck will continue to partner with parents and communities such as PTA, Gateway, Mathnasium, Horace Mann, as well as seek out additional opportunities to connect with new partners to enhance the overall learning experience for all students.

**Evaluation Data Source(s) 1:** community participation, parent survey

**Summative Evaluation 1:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative		Summative	
				Oct	Dec	Feb	Apr
1) Work with the district PIE office to establish additional partnerships with local businesses and community entities.		Administrator	Community connections				
Problem Statements: Demographics 4							

**Performance Objective 1 Problem Statements:**

Demographics
<b>Problem Statement 4:</b> Beck staff members need to routinely design learning experiences that support the success of the whole child. <b>Root Cause 4:</b> Students come to school with different strengths and weaknesses both academically and socially.




**Goal 3:** Northwest ISD will create and foster an environment where all stakeholders are engaged in the transformational work of the NISD family.

**Performance Objective 2:** Beck will continue to communicate on a routine basis using various tools so that we can reach all of our constituents.


**Evaluation Data Source(s) 2:** Newsletters, social media, school messenger, Remind 101, partnerships, volunteer hours

**Summative Evaluation 2:**


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	Apr
1) Use a variety of tools such as newsletters, websites, apps, and social media to tell our story and provide important information to parents.			Increased communication among all stakeholders.				




= Accomplished



= Continue/Modify



= No Progress



= Discontinue

**Goal 3:** Northwest ISD will create and foster an environment where all stakeholders are engaged in the transformational work of the NISD family.

**Performance Objective 3:** Beck will continue to recognize and support strong character development and social/emotional skills.

**Evaluation Data Source(s) 3:** Student work, recognitions for strong character, clean and inviting learning spaces that meet individual needs, parent surveys

**Summative Evaluation 3:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	Apr
1) 6 weeks recognition ceremonies focused on character and learner qualities.		Teachers	Student self-efficacy, Social emotional development				
	Problem Statements: Demographics 4						
2) Positive Office referrals provide an opportunity for students to be recognized for outstanding character and choices.		Teachers	Self-efficacy, SEL				
	Problem Statements: Demographics 4						

**Performance Objective 3 Problem Statements:**

Demographics
<b>Problem Statement 4:</b> Beck staff members need to routinely design learning experiences that support the success of the whole child. <b>Root Cause 4:</b> Students come to school with different strengths and weaknesses both academically and socially.

## 2018-2019 Campus Site-Based Committee

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Administrator	Sandy Conklin	Principal
Classroom Teacher	Christe Montgomery	Interventionist
Classroom Teacher	Cyndi Carrick	Interventionist
Administrator	Amanda Bunch	Assistant Principal
Classroom Teacher	Maddie Polk	Teacher
Classroom Teacher	Chelsea Helm	Teacher
Classroom Teacher	Megan Hickerson	Teacher
Classroom Teacher	Kelley Schemmel	Teacher
Classroom Teacher	Erin Stark	Teacher
Classroom Teacher	Leah TenEyck	Teacher
Classroom Teacher	Jenny Martin	Teacher
Community Representative	Susan Stuebe	community member