Northwest Independent School District

Hughes 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.

J. Lyndal Hughes Elementary School Vision

Preparing today's learners for tomorrow's world by instilling in every student the 21st century skills, attitudes, and self-confidence for personal success.

J. Lyndal Hughes Elementary School Mission

The J. Lyndal Hughes Elementary School community is dedicated to providing a nurturing and engaging learning environment to meet the diverse needs of every child. Hughes Elementary is committed to developing excellence in all areas: socially, emotionally and academically.

Comprehensive Needs Assessment

Demographics

Demographics Summary

J. Lyndal Hughes Elementary, opened in 2005 and recently has completed renovation where two wings were added to the school to accommodate the student growth. We have 696 students.   Our number of students from Economically Disadvantaged families receiving free or reduced lunch increased from 21.3% to 26.9%.

J. Lyndal Hughes is home to 33 general education classroom teachers, 4 special education teachers, 3 electives teachers (Art, Music, and P.E.), 2 intervention support (Intervention Specialist) teachers, 1 gifted and talented teacher, and 1 media specialist. We also have 7 special education paraprofessionals, 1 paraprofessional in PreK, and 1 P.E. paraprofessional. We have 1 principal, 1 assistant principal, 1 office manager, 1 counselor, 1 nurse, and 3 paraprofessionals serving as office receptionists and attendance clerk. We have 9 support staff shared with other campuses to serve our special education population including diagnostician, speech, behavior interventionist, OT, PT, APE, and LSSP. All professional staff are highly qualified. Our average years of experience is 6 compared to 10.4 in NISD and years of experience on campus is 5 compared to 5.0 across the district (data source: 2015-2016 TAPR).

We have several components in place for staff recognition such as Kudos in our newsletter, group/team luncheons, Staff Ambassador events, and special awards ceremony celebration at the end of the year where each staff member receives a specialize award for above and beyond assistance. We also recognize instructional efforts where we share the success of others. Handwritten notes from administration to staff is another crucial part of recognizing staff.

The teacher retention rate on our campus has been consistent with the exception of last year where we had a few teachers move out of state or closer to home. We also added 16 new staff members due to growth. Our teacher survey results are very positive with morale being one of our highest scores on the Organizational Health Survey. Our OHI scores have been high in the area of innovation and autonomy for the teachers. Teachers are happy to work at Hughes and proud to be part of NISD. We continue to focus on collective efficacy because research shows that this has a large impact on student achievement.

We are in our first year of the Character Cabin system where our students focus on postive behavior intervention (PBIS). We focus on the six character traits of respect, responsibility, fairness, citizenship, caring, and trustworthiness. We have vertical cabin meetings each month and build strong teams together. The entire staff provides positive behavior supports using a campus Dojo system. The cabin that has the highest points wins for the year. Google Sheets with more information about Cabin System for PBIS https://docs.google.com/presentation/d/14L8HEIi-9nntqbiNJwBqMZYOFXzRCklAGo0Es6Yq118/edit?ouid=108598655424226113162&usp=slides_home&ths=true

J. Lyndal Hughes recognized family and community involvement as a crucial component. We host a new families dinner in September and a Curriculum Night. Our campus newsletter involve ways that parents can support ways that parents can help their children at home. We celebrate the gains we have

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Campus #061911113
October 16, 2018 5:11 pm

experienced in attendance at our community events. Our Parent Teacher Association has grown in numbers every year and recently achieved the PTA Kick Start Award and hope to achieve the Golden Apple Award for 100% staff participation. We have provided a number of opportunities for families to get involved on campus from Curriculum Night, Meet the Teacher, Reading Nights, Math Nights, Music Performances, Art Fairs and academic, leadership and character celebrations at our six week student celebrations. We have increased our number of extracurricular opportunities for students. Our parent participation at the events has steadily increased over the last few years. We are a diverse campus with 16 languages spoken by our families. We have three staff members that are bilingual and support the campus with parent education meetings/trainings. We utilize Twitter, Facebook, School Messenger, and campus/class newsletters for communication with home.

Our teacher and parent surveys indicate a positive culture is actively growing at Hughes.

Sub Populations

26.9% Free and Reduced

62 GT students

76 ELL students

103 SPED & SPEECH students

 Attendance rate 96.6% - needs to be up to 98%

Attendance Rate 96.6% Q3
Accelerated Student Growth in ELA/Reading 28.0% Q3
Grade 3 Reading Performance (Masters Grade Level) 32.0% Q3
Grade 4 Reading Performance (Masters Grade Level) 26.0% Q4
Grade 4 Writing Performance (Masters Grade Level) 18.0% Q1
Grade 5 Reading Performance (Masters Grade Level) 20.0% Q4

Professional Development, Resources, and Implementation at Hughes Elementary

- Targeted inclusion goals are implemented using K-5 resource teachers to design more specific inclusion goals and to utilize Fountas and Pinnell phonics resources, Words Their Way, 30-30-30 (Dr. Dickey) tool for word analysis, Dolch sight words, Lucy Calkins, and color levels of LLI to work on specific reading skills such as fluency, comprehension, word analysis, and reading comprehension. We are also utilizing SIPPS and Rite Flight for struggling readers.
- Special education teachers met on three different Thursday afternoon PD sessions to create a common definition of inclusion versus resource together. We discussed what these looked like and sounded like in the general ed setting and resource setting. We also discussed what it looked like in PPCD and SLC. We continue to make improvements to our special education programs to meet the variety of needs.
- Kris Kelly, Amelia Bowler, and Micah Gierkey be utilized utilized to support PD on our campus, coach teachers in the PPCD, SLC, and resource

classrooms.

- The special education students were tracked every quarter where the resource teachers and administration met to discuss each student and discuss growth.
- District ELA/Math/Technology/ELL/RtI coaches are utilized at the campus to model instruction, support planning, implementation of resources, progress monitoring, and PLCs.
- PD was provided by Elizabeth Hammonds from the Down Syndrome Partnership in Fort Worth (this was an idea given to me by a parent) and the staff responded well to this training and requested more information from Liz. The strategies that were learned were helpful for all students
- We have several students with Down Syndrome, so I took a team of teachers to TCU Kinder Frogs on September 13, 2017 to learn from this program. Micah Gierkey approved this training. Marilyn Tolbert, Director of TCU Kinder Frogs, has been a tremendous partner this year and has attended ARDs to help with our Down Syndrome students and other students that have learning differences.Student success-Every child in the special education program made growth on their DRA2 levels at every grade level. 90% of our special education students in grades 3-5, made a 1 or 2 for growth on STAAR.
- 100% of our Special Education STAAR Alt. students passed the exam.

Demographics Strengths

Our ELL, Low Socioeconomic Status, Special Education, Hispanic, and African American students are closing achievement gaps.

- Our ELL students continue to show growth on the TELPAS measure and STAAR performance in grades 3-5.
- Our special education students have grown in the areas of reading, writing, and science.
- Our students that receive free or reduced lunch made progress according to CBA, benchmark, and STAAR data.
- Our Hispanic and African American students have hit growth measures each year on the STAAR and have met the EOY goal on DRA2. The student population that is struggling on our campus is the white subpopulation.
- As a result of a T-PESS ELL student achievement focus, 35 classroom teachers received a training on ELL visual supports, 52 staff members participated in two Instructional Rounds with a focus on writing/ELL students, the south learning team conducted walks with a focus on ELL students/writing.
- $4,000 of campus and district funds were dedicated to purchase materials to support ELL students
- State of Class was conducted each six weeks to track all subpops of students and measuring student growth
- ELL Student Success for DRA2 tracked at each grade level (The students that did not meet the EOY DRA2 expectation were one level away from
- meeting the goal, so these students will be receiving more targeted instruction at the beginning of the year to close the gaps.)
  - First grade 9 out of 10 on track 89%
  - Second grade 9 out of 9 on track 100%
  - Fourth grade 12 out of 13 on track 93%
  - Fifth grade 13 out of 16 on track 82%

Problem Statements Identifying Demographics Needs

Problem Statement 1: Our low socioeconomic students, Hispanic, and African American sub pops are making growth according to STAAR measures, but our white population is not meeting the projected growth measure. **Root Cause**: Our staff has been targeting students that meet the criteria for low SES, Hispanic, or AA, but have not tracked white students as closely. The other sub pops have been tracked more closely with intervention provided in a timely manner.

Problem Statement 2: 25% of our ELL students in kindergarten and third grade for the 2017-2018 school year did not meet the EOY for DRA2. **Root Cause**: Visuals and multi-sensory instructional practices were not utilized as often as the students needed.

Student Academic Achievement

Student Academic Achievement Summary

Low SES, ELL, Hispanic, and African American students are making better than projected growth when utilizing data from the CBAs, benchmarks, and STAAR 2018. According to our DRA2 data, ELL students in grades 1, 2, 4, and 5th met the EOY expectation.

Math across campus excelled according to CBA and STAAR data. The teachers utilized TEKS, Lead4Ward, Origo, and other materials to support student math learning.

State data is usually higher compared to campus benchmark data. Based on grades in class, student benchmark scores should have been higher.

SPED, ELL still have achievement gaps. Sped students made gains in reading, but did not make the same growth in math.

4th grade students made a 20 point growth on the writing curriculum.

GT students are not making the academic/content area progress that they should/not performing at the level they could be and making the Mastered level on STAAR.

Data for this is derived from Edugence data, benchmarks, CBAs, STAAR scores.

Please refer to the Google Link for a detailed description of student growth on STAAR assessment:

https://drive.google.com/drive/search?q=owner:mdesimone%40nisdtx.org

Student Academic Achievement Strengths

ELLs in 1st (89%), 2nd (100%), 4th (93%), and 5th (82%) met grade level EOY DRA2 reading expectations.

SPED growth and teacher PD

Attendance Rate 96.6% Q3
Accelerated Student Growth in ELA/Reading 28.0% Q3
Grade 3 Reading Performance (Masters Grade Level) 32.0% Q3
Grade 4 Reading Performance (Masters Grade Level) 26.0% Q4
Grade 4 Writing Performance (Masters Grade Level) 18.0% Q1 Students made a 20 point gain in the area of writing. Writing was the Problem of

Practice for the Hughes campus.
Grade 5 Reading Performance (Masters Grade Level) 20.0% Q4

Attendance Rate 96.6% Q3
Accelerated Student Growth in Mathematics 27.0% Q2
Grade 3 Mathematics Performance (Masters Grade Level) 30.0% Q2
Grade 4 Mathematics Performance (Masters Grade Level) 15.0% Q4
Grade 5 Mathematics Performance (Masters Grade Level) 23.0% Q4

Attendance Rate 96.6% Q3
Grade 5 Science Performance (Masters Grade Level) 4.0% Q4

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: 75% of ELL students in kindergarten and third grade did not meet the EOY DRA2 expectation. **Root Cause**: Visuals and multi-sensory instructional practices were not utilized as often as the students needed. Also, more intervention could have been provided to support student learning.

Problem Statement 2: 23% of the students were only one question away from achieving a Mastered level on the STAAR in multiple subject areas. **Root Cause**: Targeted intervention was provided for students that were not meeting the passing requirements, but enrichment was not provided as often to extend the thinking of average/high students.

School Processes & Programs

School Processes & Programs Summary

To recruit the best teachers for the J. Lyndal Hughes Elementary campus, the applicants teach a lesson for the interview panel. The applicants are given a TEK and must design a lesson to teach the panel. The TEK is provided to the applicants about a week before the interview. This interview strategy has allowed high quality teachers to be hired for the campus. We are able to retain high quality teachers by providing mentors/buddies/coaches to new teachers and new to our campus. We also provide "socials" for the new hires once every six weeks to check-in on how they are doing and to help them remember to balance their lives. We retain high quality teachers by building capacity in each teacher. The goal setting session of T-TESS allows for differentiated goal setting and the administrators are able to support teachers in specific ways. Also, administration is creative with scheduling to help support teachers by giving them extra time to plan each six weeks. Guest Educators are provided to allow teachers to observe one another, observe teachers on other campuses, and to plan with team members. The teachers are provided content area coaches to help build capacity. Our campus utilizes the following coaches to deepen our content knowledge and instructional practices: Jill Lucero-Math, Holly Garza-ELL, Amelia Boyer-Special Education, Rebecca Maddox-ELA, and Jillian Phillips/Brittany Horn-Technology.

Our campus has an Instructional Leadership Team, Team Managers, and Genius Hour specialists to help distribute leadership while building capacity in our safety. We also have several committes to help distribute leadership such as Sunshine Committee, Math Vertical Team, ELA Vertical Team, Theme Team, Safety Team, Focus Groups, Campus Improvement Committee, etc. We also have LEAP and LEAD to help build capacity in our teachers.

Instructionally, our teachers are given time to plan daily for 55 minutes. Our teachers are given support for PLC meetings every Tuesday and the campus shares the same PLC template to have common goals/expectations. Each team sets Norms and abides by the norms during PLCs. Teachers use the scope and sequence, but are also give autonomy to be innovative with instructional practices to meet the needs of students. They also have the autonomy to research other materials and resources to support students. We also provide a rich amount of professional development to enhance the skills of teachers. The opportunities range from campus, district, regional, and state levels of PD.

School Processes & Programs Strengths

Hughes Elementary utilizes a positive behavior intervention system (PBIS) to encourage good character. This system was created by a team of teachers and administrators. The model was inspired by the Ron Clark Academy. Every staff member and student is a member of a house system. There are monthly meetings. There are weekly celebrations for the winning house and a flag is flown in front of the school for the winning house. Class Dojo is utilized across the campus to give students points for good behavior, attendance, no tardies, doing their best, and exemplifying the character trait for the six weeks.

We have a staff handbook that is used as our guide and updated each year. PLCs take place weekly. Instructional Rounds happen twice a semester to progress monitor our growth. Our campus develops a problem of practice collectively using data from the previous year. The staff creates action steps to achieve our campus goal. For 2018-2019, the campus is focusing on 100% of our students making writing gains using the Lucy Calkins writing rubric. Every person on the campus has a responsibility to develop the students' writing skills. Also, our goal is to help students see that formal writing is relevant

and provide authentic writing tasks such as pen pals with Byron Nelson high school students, Pony Express where mail is delivered throughout the school, writing expository texts, etc.

All core content areas on the Hughes campus utilize Accountability Talk/Talk Moves. Our campus utilizes Lucy Calkins and Fountas/Pinnell for our literacy program. We use a balanced literacy approach and the workshop model. For math, we utilize Origo, Imagine Math, Education Galaxy, and Pearson Math. For science and social studies, we utilize a CRE method, state adopted textbooks, DBQ instructional practices, Socratic questioning, and Marzano's instructional practices.

Perceptions

Perceptions Summary

Morale has been one of our highest areas on our Organizational Health Survey for multiple years. At least 50% of the staff attend night events at Hughes. We know that we need to be visible to our families. Student participation have increased each year for campus events/activities. Our largest turnout for an educational event was Dinosaur George which is a national traveling museum. The spokesperson for Dinosaur George shared that Hughes had the largest turnout that he has ever hosted for the museum. Our Daddy/Daughter Dance had three hundred family members attend. Our awards assemblies are attended at each six weeks by families. Our book fair events usually have 300 or more people to support each event such as Pastries with Grands, Lunch with a Loved One, and Curriculum Night.

Parents are involved in the school through PTA, parent volunteers in extra curricular activities. An idea for next year will be to invite more parents to volunteer to help students academically, such as through UIL coaching and DI.

The staff firmly believes that kids come first and offer tutoring before and after school. You will often find staff members, including administration, tutoring and reading with students. Many great people and events take place at Hughes, but we have to do a better job of sharing this news on Twitter, Facebook, and newsletters.

Perceptions Strengths

Our parent and staff surveys have a score of 95% or higher on 95% or more of the questions. Our student survey shows that students feel safe at school. The district calls our campus "Hugs" Elementary because of our climate and culture. Our staff works together to solve problems and this was exemplified last year when our campus lost power, water, and had a fire. The staff pulled together to ensure that students were the priority at all times.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: There are usually 5-10 parents that complain of not knowing about an event. The school is consistently trying different ways of communication to reach all parents. **Root Cause**: Our parent preferred mode of communication has changed over the years so sometimes there is a breakdown in school/parent communication.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Critical Success Factor(s) data
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR Released Test Questions
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Postsecondary college, career or military-ready graduates data
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Local benchmark or common assessments data
- Student failure and/or retention rates
- Running Records results
- Observation Survey results

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each group
- Special Programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group

- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data,
- Male / Female performance, progress, and participation data
- Special education population, including performance, discipline, progress, and participation data
- Migrant population, including performance, progress, discipline, attendance, and mobility
- At-Risk population, including performance, progress, discipline, attendance, and mobility
- EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Response to Intervention (RtI) student achievement data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Mobility rate, including longitudinal 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
- State certified and high quality staff data
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- T-TESS

Parent/Community Data

- Parent surveys and/or other feedback
- Parent Involvement Rate
- 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
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results

Goals

Revised/Approved: May 29, 2018

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

Performance Objective 1: Curriculum and instruction will provide authentic and relevant learning experiences that are highly engaging and meet the needs of the student

    Evaluation Data Source(s) 1: Rubrics/observations/student presentations/parent feedback

    Summative Evaluation 1: Some progress made toward meeting Performance Objective

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Dec	Feb	Apr
1) -Genius Hour -PBL Students will be given the opportunity to participate in Genius Hour every Friday at 2:00 PM, Project Based Learning, Destination Imagination, UIL, Hawk Heros, and Community Service Learning Projects. These are authentic learning experiences for all students.	-Weekly using observations -Student presentations Observations from Genius Hour, presentations created by students, number of students that participated, number of students impacts, student survey data	-Every student will feel passionate about their project and apply their learning to a real-world problem -Students will present at the campus and district level at showcase events				

2) Hughes Elementary will utilize the Lucy Calkins reading and writing curriculum to provide authentic and relevant learning experiences to meet the needs of each student.	Teachers will monitor student growth using the Lucy Calkins writing rubric for writing. Teachers will monitor student growth in reading using the Developmental Reading Assessment at the BOY, MOY, and EOY.	Students will take a year's progress or more in reading and writing due to the Lucy Calkins curriculum being implemented across the campus.				
	Problem Statements: Demographics 2 - Student Academic Achievement 1					
3) Hughes Elementary will provide relevant and authentic math opportunities to the students by providing differentiated instruction within the math workshop, Jr. Achievement programming, and Jr. Entrepreneur Fair so that students understand the relevance of math.	-teacher lesson plans -PLCs notes -classroom observations -student products -student math journals -student discussions and feedback -Origo preassessment post-assessment -goal setting -guided math lesson plans	-instruction and student tasks are differentiated to meet the needs of learners -student participation in Jr. Achievement will increase -student and parent participation in Jr. Entrepreneur Fair will increase and students will develop business plans				
	Problem Statements: Student Academic Achievement 2					
4) Hughes Elementary will implement Lexia and Imagine Math programs to utilize as progress monitoring tools. Teachers will be able to design additional experiences to provide targeted instruction to support struggling learners or accelerate student learning.	-teacher progress monitoring charts -student personal goal setting charts -guided reading lesson plans -guided math lesson plans -DRA2 BOY, MOY, and EOY data	-each student will progress in specific skills in the areas of math and reading				
	Problem Statements: Demographics 1 - Student Academic Achievement 1, 2					

100% = Accomplished → = Continue/Modify 0% = No Progress ✕ = Discontinue

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 1: Our low socioeconomic students, Hispanic, and African American sub pops are making growth according to STAAR measures, but our white population is not meeting the projected growth measure. **Root Cause 1**: Our staff has been targeting students that meet the criteria for low SES, Hispanic, or AA, but have not tracked white students as closely. The other sub pops have been tracked more closely with intervention provided in a timely manner.

Problem Statement 2: 25% of our ELL students in kindergarten and third grade for the 2017-2018 school year did not meet the EOY for DRA2. **Root Cause 2**: Visuals and multi-sensory instructional practices were not utilized as often as the students needed.

Student Academic Achievement

Problem Statement 1: 75% of ELL students in kindergarten and third grade did not meet the EOY DRA2 expectation. **Root Cause 1**: Visuals and multi-sensory instructional practices were not utilized as often as the students needed. Also, more intervention could have been provided to support student learning.

Problem Statement 2: 23% of the students were only one question away from achieving a Mastered level on the STAAR in multiple subject areas. **Root Cause 2**: Targeted intervention was provided for students that were not meeting the passing requirements, but enrichment was not provided as often to extend the thinking of average/high students.

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

Performance Objective 1: Hughes will hire highly qualified and effective teachers for our students.

Evaluation Data Source(s) 1: T-TESS data, observations, teacher feedback, student achievement, student and parent feedback

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			**Summative**
			Oct	Dec	Feb	Apr
1) Hughes administrators with grade level teams will hire highly qualified and effective teachers by utilizing the hiring practice of applicants teaching lessons to the interview panel. The lesson will consist of a standard being provided to the applicant a few days before the interview. The applicant will be responsible for teaching and assessing the standard with the interview panel. The interview panel will consist of an administrator and teachers with name cards that represent students with various needs which require the applicant to differentiate the lesson. Also, the HumanEx teacher survey consisting of targeted questions to hire a well rounded teacher will be implemented. Hiring a talented pool of applicants as teachers addresses all of our student problem statements because the teachers are able to design/provide instruction/assess/problem solve/differentiate to meet the needs of the students.	-The interview panel will be able to monitor the applicant's lesson by participating in the lesson -The interview panel will be able to review the applicant's lesson plan and review the plan for alignment of standard/instruction/assessment	-Interview panel will be able to determine if instruction and assessment align with the state standard -Interview panel will be able to determine if the teacher is able to differentiate to meet the needs of the learners -Interview panel will be able to determine if the applicant is organized and can design a developmentally appropriate lesson -Interview panel is able to determine if the teacher is able to utilize Learning Targets to provide a clear goal for the lesson and assess student learning				
	Problem Statements: Demographics 1, 2 - Student Academic Achievement 1, 2					

100% = Accomplished → = Continue/Modify 0% = No Progress ✗ = Discontinue

Performance Objective 1 Problem Statements:

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

Performance Objective 2: Hughes Elementary will value and retain high quality teachers.

Evaluation Data Source(s) 2: T-TESS goal setting, teacher feedback, NISD Human Resource data to show retainment

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			**Summative**
			Oct	Dec	Feb	Apr
1) Hughes Elementary will be able to retain high quality teachers by celebrating their successes each six weeks at faculty meetings, honoring teachers in newsletters, provide special luncheons, give handwritten notes to teachers from administrators, and positive feedback consistently. Also, by giving teachers ownership of goal setting and differentiating feedback, teachers will feel valued and challenged. The new teachers are provided a mentor teacher to help support the teacher throughout the year. Experienced teachers that are new to the campus receive a buddy teacher.	-Organizational Health Survey (OHI) NISD Staff survey -Principal created staff survey -Administrator/Teacher discussions -Retention data -Teacher feedback	-High quality teachers will stay at Hughes Elementary -Teachers feel valued and appreciated				

2) Hughes Elementary will utilize a positive behavior intervention system (PBIS)known as a house system so that teachers feel supported in regards to discipline. The teachers spin a wheel to select their "house" so that teachers feel a part of a team within our campus team. This team collaborates on ideas together, creates school spirit activities together, designs community service projects together, and reinforces student positive behavior using a student Dojo system.	-Campus Dojo points and winners of the house is announced each week and their flag is flown on the campus flagpole under the American and Texas flags -Team meet once a month to rally together and celebrate character traits, team work, family attendance at school events, student attendance at school, and community service -Team have fun together and support one another -Teaching/Student partners are created within the vertical team houses to develop pen pals, reading buddies, writing buddies and make learning relevant because there is an authentic audience for students	-Climate and culture are positive and conducive to helping students achieve more -Increased collective efficacy -Decrease in student behavior -Increase in community service learning projects -Increase in relevant learning tasks and audiences for students -Teachers feel connected to other teachers across the campus and not just their grade level				

3) Hughes Elementary will utilize a positive behavior intervention system (PBIS)known as a house system so that teachers feel supported in regards to discipline. The teachers spin a wheel to select their "house" so that teachers feel a part of a team within our campus team. This team collaborates on ideas together, creates school spirit activities together, designs community service projects together, and reinforces student positive behavior using a student Dojo system.	-Campus Dojo points and winners of the house is announced each week and their flag is flown on the campus flagpole under the American and Texas flags -Team meet once a month to rally together and celebrate character traits, team work, family attendance at school events, student attendance at school, and community service -Team have fun together and support one another -Teaching/Student partners are created within the vertical team houses to develop pen pals, reading buddies, writing buddies and make learning relevant because there is an authentic audience for students	-Climate and culture are positive and conducive to helping students achieve more -Increased collective efficacy -Decrease in student behavior -Increase in community service learning projects -Increase in relevant learning tasks and audiences for students -Teachers feel connected to other teachers across the campus and not just their grade level				

100% = Accomplished   = Continue/Modify   0% = 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 1: Students will have ownership of goals, learning, choices in learning, and feel that they have a voice. Parents will feel like they are true partners in their child's education and feel welcome at our school. Community members will have multiple opportunities throughout the year to volunteer on our campus. Surveys will be provided throughout the year to get input to guide our future steps.

Evaluation Data Source(s) 1: student survey
parent survey
community input

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Dec	Feb	Apr
1) A Mentoring Moms program is being developed and implemented on the Hughes campus to increase parent involvement with a purpose. The moms will read with students, mentor students, and will enrich our positive learning environment. When moms volunteer for five hours, then the mom receives a free "Mentoring Moms" t-shirt. For each addition 5 hours of volunteer work, the mom receives an iron on star for the back of her shirt. The goal is to have a little friendly competition between the moms to help increase our total volunteer hours	-The number of moms that participate in the program -Data from the Raptor system for volunteer hours -Observe moms on campus -Feedback survey from the moms	-More moms feel involved -Students have more positive mentors in their lives -Students practice reading aloud to another adult besides the teacher to improve fluency and vocabulary development				
2) Students create visible goals that will be posted in their goal folder, classroom, and hallways as part of the Learning Boards so that students have ownership of their goals. Students will be able to articulate their goals and the action steps needed to achieve their goals. Students will conference with teachers to discuss what helps them learn and how they will achieve their goal.	-Observe goals in goal folders, classrooms, and Learning Boards -Talk with students about their goals -Look for trends and patterns during Instructional Rounds -Student surveys	-Students will have more ownership of their learning -Students can articulate their goals -Students can articulate their action steps to achieve their goal -Students reach their goals and set new goals -Students and teachers are conferencing routinely about learning -Students will feel that their learning is relevant -Teachers and administrators will see trends and patterns in goals -Teachers and administrators will plan for professional development based on how to support students to achieve their goals				

3) Parents are asked to partner with the school and are given opportunities to play an active role in their child's education. Parents receive daily communication through the Hughes Communication Folder that is sent home daily. Classrooms send out newsletters weekly with strategies to help parents guide children with learning concepts at home. The principal sends out campus newsletters twice a month with information about family events, how to support their child academically, socially, and emotionally, and other ways to partner with the school.	-Parent feedback -NISD parent surveys -Open rate of e-mails, phone calls, and text messages using the School Messenger system and Remind 101 -Open rate of S'more program for campus newsletters -Parent attendance at family events	-Increased parent involvement -Parents can articulate the different ways that they can be involved on our campus -Parents can articulate how they can support their child at home				
	Problem Statements: Perceptions 1					

100% = Accomplished	→ = Continue/Modify	**0%** = No Progress	✕ = Discontinue

Performance Objective 1 Problem Statements:

Perceptions
Problem Statement 1: There are usually 5-10 parents that complain of not knowing about an event. The school is consistently trying different ways of communication to reach all parents. **Root Cause 1**: Our parent preferred mode of communication has changed over the years so sometimes there is a breakdown in school/parent communication.

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Campus #061911113
October 16, 2018 5:11 pm

2018-2019 Campus Site-Based Commitee

Committee Role	Name	Position
Administrator	Jessica McDonald	Principal
Classroom Teacher	Melissa Grumble	Teacher and Parent
Classroom Teacher	Diana Thompson	Teacher
Parent	Lori Sams	Parent and paraprofessional
Community Representative	Geanette Patterson	Nestle Community Director
Parent	Audrey Womack	Parent/PTA President
Parent	Ashley Adams	Parent and Paraprofessional
Community Representative	Meredith Breinholdt	Active Neighborhood Voice
Community Representative	Patty Phipps	HOA Leader
Student	Violet Hornsby	5th grader
Student	Colton Smith	5th grade student
Classroom Teacher	Jessica Graham	PE coach
Classroom Teacher	Tracee Kelly	Art teacher
Classroom Teacher	Chelsea Dullye	Interventionist