

Northwest Independent School District
Prairie View 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.

Prairie View Elementary School Vision

With the collective effort of staff, parents and community, Prairie View Elementary will prepare students to be successful in Middle School by achieving at or above grade level standards which will lead them on a path of college and career readiness.

Prairie View Elementary School Mission Statement

The mission of Prairie View Elementary is to prepare students for success by teaching the intended curriculum with rigor, assessing student progress and adjusting instruction accordingly, providing appropriate safety nets, and measuring student achievement in preparation for a successful middle school experience.

Comprehensive Needs Assessment

Demographics

Demographics Summary

Programs:

Special Education- SEAC, Resource and SLC

Dual Language- PK-4th Grade

Leader in Me School- 100% participation (2018-19, Year 3)

Performing Arts Club- K-2 Spring; 3-5 Fall - Excelling

Clubs during the school day- 100% participation

Pre-K: Dual Language

GATES: Excelling program (DRA and STAAR data)

Ultimate Book Challenge- approx. 70 students; 2017-18 Champions

Student Led Evening Leadership Events- Excelling (Data: Google surveys from parents- over 95% satisfaction)

ELL Subpop performed better than ALL in Reading in grades 3-5 as measured by STAAR

Support Systems in place: PLC Calendar for student achievement, Organized Data, Title I Math Interventionist,

Demographics Strengths

Hispanic population met target on STAAR for Math in both Achievement and Growth.

ECD, EL and SpEd met target on STAAR in the area of Reading Academic Achievement.

Hispanic and EL met target on STAAR in the area of Math Academic Achievement.

Problem Statements Identifying Demographics Needs

Problem Statement 1: While our Hispanic population met the target in several areas, our other groups are still lagging behind in academic achievement and growth.

Student Academic Achievement

Student Academic Achievement Summary

Student Academic Achievement

Students in Special Education and Dyslexia struggled

Historically, 4th graders do worse than they did in 3rd grade and then meet and exceed expectations on STAAR in 5th grade.

Verbs on TEKS in 3rd grade are lower level on BLOOMS. In 4th grade, they jump up a level

Direct correlation between Quantile ON LEVEL (not 30 lessons) and STAAR passing rates

Direct correlation between DRA- Lexia units gained- STAAR passing rates

Student Academic Achievement Strengths

Hispanic population met target on STAAR for Math in both Achievement and Growth.

ECD, EL and SpEd met target on STAAR in the area of Reading Academic Achievement.

Hispanic and EL met target on STAAR in the area of Math Academic Achievement.

From 16-17 to 17-18 Approaches level for LEP students increased from 58-80% in Reading, 62-80% in Math and 25-87% in Science.

From 16-17 to 17-18 Approaches level for ECD students increased from 66-72% in Reading, 68-70% in Math and 64-85% in Science.

2017-18 Science Distinction - Q1 in Campus Comparison group.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: Most sub-pops grew in all areas, but need more growth in meets+.

School Processes & Programs

School Processes & Programs Summary

The Leader in Me- schoolwide transformation process

Sharpen the Saw Friday clubs

Performing Arts Club - 2 major productions per year

Increase in Ultimate Book Challenge participants

Increase in PTA Reflections contest participation

First time entry into district Robotics competition

4+ community service projects

Dual Language campus (PK-4th)

Special Education SEAC (Behavior) and SLC (Life Skills)

100% ELA teachers are ESL certified

100% Highly Qualified

School Processes & Programs Strengths

The Leader in Me- Selected as Symposium Site Visit (over 75 guests from all over the USA), Symposium Student Panelists (2), Symposium Student introducing Keynote (1)

The Leader in Me- 10 Site Visits throughout the year from schools all over DFW interested or beginning the Leader in Me process.

100% of PVE students participated in 5 extra curricular activities throughout the year

Ultimate Book Challenge Champions

PTA Reflections State qualifier (choreography)

District Robotics Champions

Community Literacy Night in partnership with Chisholm Trail MS and Seven Hills Elementary- Night of Wonder

Student Led Leadership Showcase and Open House

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: PVE students need a variety of ways to communicate authentically with a variety of audiences.

Perceptions

Perceptions Summary

Recognitions:

Ultimate Book Challenge 2017-18 Champions

Robotics 2017-18 Champions

Leader in Me Symposium Site Tour, Student Panel at Symposium and Student introducing Symposium Keynote speaker

District UIL Academic Placed in district (3 students)

PTA Reflections 1 student state qualifier

1 student recognized as an author by Ft. Worth Restaurant of the Mind New and Used Bookstore

Recognition for philanthropy projects

Leadership Signing Day - Student Lighthouse Team

Culture:

90%+ Parent Satisfaction on Google surveys

Leader in Me positive impact on culture and attendance

Parent Involvement:

Mentoring MOMS commit to weekly mentoring sessions and have successfully impacted relationships and student confidence

Perceptions Strengths

OHI Data (by staff about culture) 8/10 areas are 81%+. The top 2 areas at 96% are Communication Adequacy and Innovativeness.

Parent Informal Surveys report 90%+ Satisfaction.

Leader in Me Measureable Results Assessment (MRA) staff, student and parent results: Social Emotional Teaching Readiness 81/100, Family Involvement 86/100, Student Leadership 71/100, Teacher Efficacy 81/100.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: The perception of culture and performance is higher than actual achievement.

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

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- Accountability Distinction Designations
- PBMAS data

Student Data: Assessments

- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Local diagnostic reading assessment data
- Local benchmark or common assessments data

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
- 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
- Dyslexia Data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback

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
- T-TESS

Parent/Community Data

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

Support Systems and Other Data

- Communications data

Goals

Revised/Approved: May 29, 2018

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

Performance Objective 1: Increase the number of students who are reading and writing on/above level from beginning of year to end of year by 10%.

Evaluation Data Source(s) 1: DRA data, writing samples and calibration, CBA's.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	Apr
Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 6 CSF 7 1) Teachers will participate in yearlong professional learning in the areas of reading and writing across content.	2.4, 2.5, 2.6	Principal Asst. Principal Literacy Coach Campus Instructional Teacher	PVE students will increase to on/above level by 10% from BOY to EOY in both reading and writing.				
Problem Statements: Student Academic Achievement 1							
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> = Accomplished </div> <div style="text-align: center;"> = Continue/Modify </div> <div style="text-align: center;"> = No Progress </div> <div style="text-align: center;"> = Discontinue </div> </div>							

Performance Objective 1 Problem Statements:


Student Academic Achievement
Problem Statement 1: Most sub-pops grew in all areas, but need more growth in meets+.

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

Performance Objective 2: We will involve 5-10% of students on the Student Lighthouse Team in leading site visits for Leader in Me.

Evaluation Data Source(s) 2: Agendas for visits, survey of visitors

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	Apr
<p>Critical Success Factors CSF 6</p> <p>1) Students will apply for Lighthouse Team at the end of 2017-18 and we will reopen applications in the beginning of 2018-19. We will make sure that PVE demographics are represented within this student group.</p>		Principal Assistant Principal Lighthouse Teacher Leaders for Academics, Leadership and Culture	Visitors understand the Leader in Me framework from the students perspective and can apply learning from Prairie View to their own campus based on likert scale survey.				
Problem Statements: School Processes & Programs 1							
							

Performance Objective 2 Problem Statements:





School Processes & Programs
Problem Statement 1: PVE students need a variety of ways to communicate authentically with a variety of audiences.

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

Performance Objective 3: Increase the number of students who participate in Literacy based (reading, writing, speaking) initiatives: Ultimate Book Challenge, PTA Reflections categories, UIL, Destination Imagination, Performing Arts Club.

Evaluation Data Source(s) 3: Participation and competition standings.

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	Apr
<p>Critical Success Factors CSF 1 CSF 3 CSF 5 CSF 6 CSF 7</p> <p>1) Increase the number of students participating in literacy based initiatives by providing information and review of programs in advance and in family's native language.</p>	2.4, 2.5	Principal Asst. Principal Librarian PTA Reflections Chair Music Teacher GATES Teacher	Each literacy based initiative shows an increased number of student participants and at least 5 new students in each initiative who didn't previously participate.				
Problem Statements: Perceptions 1							
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Performance Objective 3 Problem Statements:

Perceptions
Problem Statement 1: The perception of culture and performance is higher than actual achievement.

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

Performance Objective 4: 100% of students participate in Sharpen the Saw Clubs and increase student led clubs from 0-10%.

Evaluation Data Source(s) 4: Club offerings and leader agendas

Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	Apr
Critical Success Factors CSF 1 CSF 3 CSF 5 CSF 6 1) Create a structure for student voice and choice beginning the second round of SSS clubs to be student-led.	2.5, 2.6	Lighthouse Leaders for Academics, Culture and Leadership	SSS Clubs grow from 0-10% student-led.				
Problem Statements: School Processes & Programs 1							

Performance Objective 4 Problem Statements:

School Processes & Programs
Problem Statement 1: PVE students need a variety of ways to communicate authentically with a variety of audiences.

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

Performance Objective 1: PVE staff and students will participate in Year 3 training- Leader in Me framework to increase self efficacy and empower students to in academic and social emotional learning.

Evaluation Data Source(s) 1: CBA data, progress monitoring data, MRA survey through Leader in Me, student perception data throughout the year

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	Apr
Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7 1) Teachers will apply new strategies learned in LIM Year 3 training to move from teacher driven teaching and learning to student driven teaching and learning.	2.5, 2.6	All Staff	MRA Survey data increases from 17-18 to 18-19. Noted growth in CBA and progress monitoring data throughout the year. Student efficacy increases in both academics and social-emotional perception survey.				
Problem Statements: Demographics 1							

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: While our Hispanic population met the target in several areas, our other groups are still lagging behind in academic achievement and growth.

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

Performance Objective 2: PVE staff will create and deliver professional learning 3/4 times each month.

Evaluation Data Source(s) 2: Needs assessment and reflection after each professional learning session, CBA and progress monitoring data, correlation between learning plan and quantitative measures.

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	Apr
Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 6 CSF 7 1) Collaborate with teachers based on needs assessment to create an 18-19 professional learning plan that is 75% driven by teachers.	2.4, 2.5, 2.6	All Staff	Teachers are applying learning that is relevant to the 18-19 PVE student population and translates to increased academic performance.				
Problem Statements: Demographics 1 - Student Academic Achievement 1							

Performance Objective 2 Problem Statements:





Demographics
Problem Statement 1: While our Hispanic population met the target in several areas, our other groups are still lagging behind in academic achievement and growth.
Student Academic Achievement
Problem Statement 1: Most sub-pops grew in all areas, but need more growth in meets+.

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

Performance Objective 3: PVE Dual Language staff will continue to monitor and adjust curriculum to exceed expectations for second language acquisition.

Evaluation Data Source(s) 3: Reading and Writing levels in both English and Spanish within 2 levels of each other, curriculum evolution in collaboration with world languages department, 1 year growth in TELPAS

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	Apr
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 6 CSF 7</p> <p>1) Dual Language staff will work directly with the district world languages department to adjust and create curriculum that allows second language learners to exceed expectations.</p>	2.4, 2.5, 2.6	Principal Asst. Principal ELL Intervention Teacher District World Languages Coordinator District ELL Coaches	Dual Language students will maintain both languages within 2 levels of literacy and grow 1 year as measured by TELPAS.				
Problem Statements: Demographics 1 - Student Academic Achievement 1 - Perceptions 1							
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Performance Objective 3 Problem Statements:

Demographics
Problem Statement 1: While our Hispanic population met the target in several areas, our other groups are still lagging behind in academic achievement and growth.
Student Academic Achievement
Problem Statement 1: Most sub-pops grew in all areas, but need more growth in meets+.
Perceptions
Problem Statement 1: The perception of culture and performance is higher than actual achievement.

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

Performance Objective 4: PVE Special Education staff will plan and monitor progress to exceed IEP goals and close gaps to EOY mastery goals.

Evaluation Data Source(s) 4: CBA data, iReady data, IEP progress, data that supports independence from special education (reduction of IEP goals, dismissal from SpEd).

Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	Apr
Critical Success Factors CSF 1 CSF 2 CSF 7 1) Create a structure that will close achievement gaps by using data from all available sources and plan for learning with that data for students in special education.	2.4, 2.6	All SpEd Staff Principal Asst. Principal	iReady, CBA, DRA and IEP data are tightly aligned clearly defining growth and areas of weakness for each student in special education.				
Problem Statements: Demographics 1							

Performance Objective 4 Problem Statements:

Demographics
Problem Statement 1: While our Hispanic population met the target in several areas, our other groups are still lagging behind in academic achievement and growth.

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: PVE will offer 7 Habits for Happy Families as a way for families to learn and support social emotional learning at home and at school.

Evaluation Data Source(s) 1: Parent Survey (fall and spring) from each session, increase in families participating from fall to spring, discipline correlation for participating families.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	Apr
Critical Success Factors CSF 1 CSF 5 CSF 6 1) Train staff members to deliver 7 Habits of Happy Families to PVE parents in 18-19 school year.	2.4, 2.5, 3.1, 3.2	Lighthouse Leader for Family Engagement Principal Asst. Principal Counselor	Increase in family participation from fall sessions to spring sessions. Decreased discipline in students with participating families.				
Problem Statements: School Processes & Programs 1 - Perceptions 1							

Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 1: PVE students need a variety of ways to communicate authentically with a variety of audiences.
Perceptions
Problem Statement 1: The perception of culture and performance is higher than actual achievement.

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: PVE staff and students will engage in Leader in Me framework for goal setting.

Evaluation Data Source(s) 2: Goal achievement correlated to quantitative measures, parent involvement with student lead measures, student led conferences.

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	Apr
Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 6 1) Students continue adding to Leadership Notebooks in 18-19 with a focus on tracking academic and social emotional goals and co-creating new goals with staff and parents for a well rounded education.	2.5	All Staff Parents	Students individual academic and social-emotional goals lead to increased achievement for the campus overall.				
Problem Statements: Demographics 1 - Student Academic Achievement 1 - Perceptions 1							

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: While our Hispanic population met the target in several areas, our other groups are still lagging behind in academic achievement and growth.
Student Academic Achievement
Problem Statement 1: Most sub-pops grew in all areas, but need more growth in meets+.
Perceptions
Problem Statement 1: The perception of culture and performance is higher than actual achievement.

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

Hispanic population met target on STAAR for Math in both Achievement and Growth.

ECD, EL and SpEd met target on STAAR in the area of Reading Academic Achievement.

Hispanic and EL met target on STAAR in the area of Math Academic Achievement.

From 16-17 to 17-18 Approaches level for LEP students increased from 58-80% in Reading, 62-80% in Math and 25-87% in Science.

From 16-17 to 17-18 Approaches level for ECD students increased from 66-72% in Reading, 68-70% in Math and 64-85% in Science.

2017-18 Science Distinction - Q1 in Campus Comparison group.

2018-19 Projected Demographics (based on enrollment data as of 9-4-18)

66 students in 1st-5th are new to PVE (18% of 1st-5th graders)

BIL 20% (added 4th grade dual language, PK Dual Language up from 6 to 12 students (17-18 to 18-19)

ESL 18%

Economically Disadvantaged 42%

Special Education 18%

Homeless 1%

Dyslexia 3%

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

Plan developed and edited by various committees (Instructional Leadership Team, PTA and Title I session participants).

Committee members agree to revise plan as needed based on ongoing assessment.

2.2: Regular monitoring and revision

PBMAS Monitoring by Administrative team and weekly WIG sessions to evaluate and adjust instructional programs.

Teacher progress monitoring each week to evaluate student academic progress.

Counselor and Communities in Schools WIG sessions to complete program evaluation and identify campus needs.

Administrative team will review evaluations with PTA Board and Instructional Leadership Team monthly and make adjustments as needed.

2.3: Available to parents and community in an understandable format and language

Parent-Student-Teacher compact, Title I presentation (9-6-18), Parent Involvement Policy presented and posted in both English and Spanish.

PVE School News provided in both English and Spanish (including text messages, phone calls and social media posts).

2.4: Opportunities for all children to meet State standards

Students will have opportunities during the school day to receive accelerated instruction (Tier 2-3 intervention in class or in small group pull out, mentoring with Northwest HS PALS, Mentoring MOMS and Watch DOGS) based on academic progress.

Teachers will follow individualized student plans with accommodations to ensure students are receiving instruction in ways that they learn best.

2.5: Increased learning time and well-rounded education

Administrative team will protect instructional minutes by evaluating programs that occur during the instructional day.

PVE students will have opportunities beyond the classroom to sharpen skills needed for 22nd century learning (Destination Imagination, Ultimate Book Challenge, Choir, Performing Arts Club, Sharpen the Saw clubs, Lunch time reading clubs, before school homework groups, Book Clubs, LIM site visit tours, student panels and performances).

2.6: Address needs of all students, particularly at-risk

PVE staff will partner with Communities in Schools and Movement Church to provide resources for families as the needs arise.

Communities in Schools will proactively meet with families and students to educate and propel them from at-risk status.

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

Parent-Teacher-Student compact and Parent Involvement Policies posted on school website in both English and Spanish.

Parent-Teacher-Student compact will be delivered at Student Led conferences (October 2018).

3.2: Offer flexible number of parent involvement meetings

7 Habits for Families- 2 offerings : Fall 2018 (3 evening from 5-8:30pm), Spring 2018 (3 evening sessions from 5-8:30pm).

Student Led school-wide events planned for 5-7pm during the week.

Title I Schoolwide Element Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
CONTRERAS, RASHEDA	Campus Intervention Teacher	Title 1	1
GILLILAND, BETSY	Campus Intervention Teacher	Title 1	1