

Northwest Independent School District
Roanoke Elementary School
2018-2019 Campus Improvement Plan

Accountability Rating: Met Standard



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.

Comprehensive Needs Assessment

Demographics

Demographics Summary

We are a school of 750 student and 75 staff members. We have students from a range of socio-economic backgrounds, in a tight knit, suburban community. We offer the following programs- Bilingual, Dual Language, PPCD, Pre-K, SPED, GT, Dyslexia Intervention.

18% ELL

15% EcDisd

12% SPED

3% 504

33% At-Risk

53%White

30% Hispanic

9% Asian

5% African American

1% American Indian

We belive in opportunities for EVERY child; therefore, opportunities for enrichment and intervention are embedded within the school day, as are opportunities for extr-curriculars.

Attendance rate for 2017-2018 school year was 96.9%.

Discipline referrals and instances of in-school suspension drastically reduced in 2017-2018.

Demographics Strengths

Identified and monitored the progress of ALL students comparatively to student sub-pops with grade level compelling scoreboards.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Students identified as ELL, SPED, or ECD are not performing at same level as overall student population. **Root Cause:** Students are not receiving adequately designed lessons at their level.

Student Academic Achievement

Student Academic Achievement Summary

95% of students in kinder met end of year reading level.

Combined, 89% of K-2 Ss met EOY reading level.

ECD 4th graders- 4% of students passed.

SPED students continue to struggle with state and district assessment.

Benchmark and math CBA data do not align.

Student Academic Achievement Strengths

100% of students approach or higher for STAAR math.

90%+ Kinder and first grade students meet or exceed EOY reading level.

Provide extensions for students, opportunities beyond the curriculum.

Flexible grouping by standard/skill promoted increased student achievement.

Math instruction across campus is strong- follow curriculum, problem solving with fidelity

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: ECD identified students missed target in Math, and SPED identified students missed target in Reading on 2017-18 state accountability in Closing Achievement Gaps **Root Cause:** Students are not receiving adequately designed lessons at their level.

School Processes & Programs

School Processes & Programs Summary

How are you promoting these types of learning experiences on your campus?

Teaching to our students rather than test prep.

Relevance is increased through: PBLs that are not in the Scope and Sequence, Maker Challenges ,Choice, and Ranger Time (Intervention time)

Menus in math (Grades 3, 4, 5) ; 4th Grade Rube Goldberg PBL change to allow for voice and choice; Morning Meeting; Respect Corps drafted own bylaws; Kindness Hearts around school, Core 3 values

School Processes & Programs Strengths

Planning Expectations: Utilize Planning Declaration, Use data to plan for instruction and intervention, differentiation, utilize learning targets, backwards design using assessments, Writing in every subject/content; Non-negotiable - planning with team, creative within constraints of district curriculum,

Morning Meeting - Helped us to build relationships with our students who we could know who they were and what they needed (affective student needs).

Progress Monitoring - helps us know exactly where our students are so we can use that to drive instruction.

Specifically targeted ELL and Econ. Disadvantaged students and as a result we were able to SEE where the students were.

Utilized flexible grouping and tutoring (Comp. Ed. both during and after school) to target students and needs.

Utilized Parents in the Classroom to work with students to improved reading during the school day.

PBLs and Learner Actions encourage students to work through complex problems and challenging tasks.

Progress monitoring tools, PLCs, and campus compelling scoreboards help to ensure needs are analyzed and prioritized, all students and teachers are supported. Mentor program for new teachers, opportunities for goal setting conferences, hopes & dreams with staff members and administrators.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Student are not receiving adequately designed lessons at their level. **Root Cause:** Traditional school cultures limit collaboration among teachers in support of student growth and achievement.

Perceptions

Perceptions Summary

Student Perceptions- no data on student perception exists at this time

Staff Perceptions

Per OHI 2018= Goal Focus NPR 79; more work is needed to establish goal focus with student ownership (The exception to this is student ownership of reading levels.)

Parent and Community Involvement

Events are scheduled to support the working families in our community. 100% of events are FREE to students and families. 100% of field trips are FREE of charge to students. Parents are invited to weekly school assemblies. Campus retains an open door policy, while setting boundaries that respect instruction. A welcoming environment is established in the front office for ALL visitors.

Perceptions Strengths

Recognitions- School transforming learning

Per OHI Innovativeness & Communication Adequacy are strengths of the campus, Staff News to Know sent weekly

Communication with families- Seesaw, Classroom Remind, Grade level newsletter, campus newsletter, campus phone and text blast, weekly emails from teachers, user-friendly newsletter.

Per campus safety meeting, parents have confidence in school safety and security measures, supporting current processes and procedures.

Students enjoy coming to school. They utilize Ranger Learner Actions to attempt more challenging work and take risks in their learning. Learning is showcased through e-portfolios in Google (3-5) and See-Saw (PK-2)

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Staff must continue to help students understand current level of performance and develop measures to track growth in order for

students to accept more ownership over their learning. **Root Cause:** Students are complacent and do not take ownership for their learning or apply it to the real world.

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
- Accountability Distinction Designations
- 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 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
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- 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
- 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

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- T-TESS

Parent/Community Data

- Parent Involvement Rate

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results

Goals

Revised/Approved: May 29, 2018





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

Performance Objective 1: PreK -5 Grade Literacy: Roanoke Elementary will place an increased emphasis on literacy across all grade levels and content areas to help ensure that at least 90% of students are reading on or above grade level.

Evaluation Data Source(s) 1: Measures may include:
 PreK - EOY Kinder Readiness Assessment
 % of students in K-2 Reading and Writing on grade level
 3-5 STAAR reading; passing level
 4 STAAR writing
 Progress Monitoring

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Dec	Feb	Apr
1) Implement Units of Study Writing (K-4) and Reading (K-3) Curriculum	Classroom teachers	Impact all students.				
	Campus Leadership Team	Close achievement gaps for all learners				
	ELA Vertical Team Leader	Improved writing achievement at grades K-4				
	Problem Statements: Demographics 1 - Student Academic Achievement 1 - Perceptions 1					

2) Build capacity of special education teachers by modeling, co-teaching, guidance with lesson planning and resource utilization.	Principal	Close achievement gaps for all students				
	Assistant Principal					
	Campus-Assigned Special Education Specialist					
	Campus-Assigned Literacy Specialist					
Problem Statements: Demographics 1 - Student Academic Achievement 1						
3) Implement updated foundational phonics curriculum in grades K-2, and with struggling readers across the campus.	Classroom Teachers	Impact all students				
	Campus Administrators	Close achievement gaps for all learners Improved literacy achievement at grades K-4				
Problem Statements: Demographics 1 - Student Academic Achievement 1						
4) Flexible grouping will be utilized across grade levels to assess student current levels of performance and move every child forward in his/her learning in literacy and mathematics.	Classroom teachers	Impact all students				
	Campus leadership team	Close achievement gaps for all learners Increase percentage of students who exceed state and district expectations				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue						

Performance Objective 1 Problem Statements:


Demographics
Problem Statement 1: Students identified as ELL, SPED, or ECD are not performing at same level as overall student population. Root Cause 1: Students are not receiving adequately designed lessons at their level.
Student Academic Achievement
Problem Statement 1: ECD identified students missed target in Math, and SPED identified students missed target in Reading on 2017-18 state accountability in Closing Achievement Gaps Root Cause 1: Students are not receiving adequately designed lessons at their level.
Perceptions
Problem Statement 1: Staff must continue to help students understand current level of performance and develop measures to track growth in order for students to accept more ownership over their learning. Root Cause 1: Students are complacent and do not take ownership for their learning or apply it to the real world.

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

Performance Objective 2: Roanoke Elementary will increase student Mastery levels of performance for each STAAR assessment by 10%, placing an emphasis on students reaching the Masters Grade Level distinction.

Evaluation Data Source(s) 2: STAAR (3-5)

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Dec	Feb	Apr
1) Flexible grouping will be utilized across grade levels to assess student current levels of performance and move every child forward in his/her learning in literacy and mathematics.	Classroom teachers	Impact all students				
	Campus leadership team	Close achievement gaps for all learners Increase percentage of students who exceed state and district expectations				
Problem Statements: Demographics 1 - Student Academic Achievement 1 - School Processes & Programs 1 - Perceptions 1						
						

Performance Objective 2 Problem Statements:


Demographics
Problem Statement 1: Students identified as ELL, SPED, or ECD are not performing at same level as overall student population. Root Cause 1: Students are not receiving adequately designed lessons at their level.
Student Academic Achievement
Problem Statement 1: ECD identified students missed target in Math, and SPED identified students missed target in Reading on 2017-18 state accountability in Closing Achievement Gaps Root Cause 1: Students are not receiving adequately designed lessons at their level.
School Processes & Programs
Problem Statement 1: Student are not receiving adequately designed lessons at their level. Root Cause 1: Traditional school cultures limit collaboration among teachers in support of student growth and achievement.
Perceptions
Problem Statement 1: Staff must continue to help students understand current level of performance and develop measures to track growth in order for students to accept more ownership over their learning. Root Cause 1: Students are complacent and do not take ownership for their learning or apply it to the real world.

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

Performance Objective 3: College, Career, and Life Readiness: Roanoke Elementary will ensure that every student is experiencing personalized learning opportunities and developing social-emotional skills in order to prepare them for life.

Evaluation Data Source(s) 3: Implementation of campus social-emotional and character program
Participation rates in extra-curricular/co-curricular activities

Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Dec	Feb	Apr
1) All students in grade PK-5 will showcase learning through electronic portfolios. Link to portfolios will be shared with parents on report cards each grading period.	Classroom Teachers Specialists	Impact all students				
Problem Statements: School Processes & Programs 1 - Perceptions 1						
2) Utilize morning meeting, CAMP time, and Ranger Focus Books to implement the CORE Essential Values curriculum, promote the Ranger Learner Actions and build students' social emotional skillsets.	All staff members	Impact all students				
Problem Statements: School Processes & Programs 1 - Perceptions 1						
						

Performance Objective 3 Problem Statements:

School Processes & Programs
Problem Statement 1: Student are not receiving adequately designed lessons at their level. Root Cause 1: Traditional school cultures limit collaboration among teachers in support of student growth and achievement.
Perceptions
Problem Statement 1: Staff must continue to help students understand current level of performance and develop measures to track growth in order for students to accept more ownership over their learning. Root Cause 1: Students are complacent and do not take ownership for their learning or apply it to the real world.

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

Performance Objective 1: Roanoke Elementary will improve ongoing support for all teachers by implementing innovative structures to increase collaboration.

Evaluation Data Source(s) 1: Ongoing Surveys
 Feedback from teachers and campus administrators
 Retention rate of teachers
 Campus Master Schedule

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Dec	Feb	Apr
1) Teachers will have daily opportunities to collaborate and vertically align instructional strategies through a revised master schedule.	Interventionists	Impact all students				
	GT specialist Counselor Campus administrators	Increase of teacher collaboration				
Problem Statements: School Processes & Programs 1 - Perceptions 1						
2) Build capacity of special education teachers by modeling, co-teaching, guidance with lesson planning and resource utilization.	Principal	Close achievement gaps for all students				
	Assistant Principal Campus-Assigned Special Education Specialist Campus-Assigned Behavior Interventionist					
Problem Statements: Demographics 1 - Student Academic Achievement 1 - School Processes & Programs 1						

Performance Objective 1 Problem Statements:


Demographics
Problem Statement 1: Students identified as ELL, SPED, or ECD are not performing at same level as overall student population. Root Cause 1: Students are not receiving adequately designed lessons at their level.
Student Academic Achievement
Problem Statement 1: ECD identified students missed target in Math, and SPED identified students missed target in Reading on 2017-18 state accountability in Closing Achievement Gaps Root Cause 1: Students are not receiving adequately designed lessons at their level.
School Processes & Programs
Problem Statement 1: Student are not receiving adequately designed lessons at their level. Root Cause 1: Traditional school cultures limit collaboration among teachers in support of student growth and achievement.
Perceptions
Problem Statement 1: Staff must continue to help students understand current level of performance and develop measures to track growth in order for students to accept more ownership over their learning. Root Cause 1: Students are complacent and do not take ownership for their learning or apply it to the real world.

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

Performance Objective 1: Student, Staff, and Stakeholder Safety: NISD will ensure that every student, staff member, and guest on campus and/or district property is in the most controlled and safe environment possible.

Evaluation Data Source(s) 1: Feedback from students, teachers, administration, parents, and community members

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Dec	Feb	Apr
1) Utilize morning meeting, CAMP time, and Ranger Focus Books to implement the CORE Essential Values curriculum, promote the Ranger Learner Actions and build students' social emotional skillsets.	All staff members	Impact all students and teachers				
Problem Statements: Perceptions 1						
2) Implement revised visitor check-in for large events occurring during the school day.	All staff members	Impact all students and teachers				
3) Implement all safety drills as required and modify plans and procedures as appropriate.	All staff members	Impact all students and teachers				
4) Implement school-wide behavior expectations and core values curriculum.	All staff members	Impact all students and teachers.				
						

Performance Objective 1 Problem Statements:

Perceptions
Problem Statement 1: Staff must continue to help students understand current level of performance and develop measures to track growth in order for students to accept more ownership over their learning. Root Cause 1: Students are complacent and do not take ownership for their learning or apply it to the real world.

Campus Planning Team

Committee Role	Name	Position
Administrator	Kristi King	Principal
Non-classroom Professional	Teresa English	Counselor
Administrator	Lilia Vasquez	Assistant Principal
Non-classroom Professional	Kelley Valdez	Library Media Specialist
Classroom Teacher	Mandi Allen	Kinder Teacher
Classroom Teacher	Kasy Morgan	1st Grade Teacher
Classroom Teacher	Jennifer Diaz	2nd Grade Teacher
Classroom Teacher	Robbie Terrell	3rd Grade Teacher
Classroom Teacher	Monica Lemke	4th Grade Teacher
Classroom Teacher	Melissa Roberts	5th Grade Teacher