

**Hereford Independent School District**  
**Northwest Elementary**  
**2019-2020 Campus Improvement Plan**



# Table of Contents

Comprehensive Needs Assessment .....	3
Demographics .....	3
Student Academic Achievement .....	4
School Processes & Programs .....	6
Perceptions .....	9
Priority Problem Statements .....	11
Comprehensive Needs Assessment Data Documentation .....	13
Goals .....	16
Goal 1: Northwest instructional staff will provide instruction that encourages critical thinking, creativity and analysis of instruction that promotes learning for all students. ....	16
Goal 2: Northwest will provide supplemental services to support the academic needs of our students. ....	20
Goal 3: Northwest will ensure that all staff meet high quality standards and are provided opportunities for professional growth .....	23
Goal 4: Northwest strives for excellence in the area of communication and collaboration with parents and community members to create partnerships that will enhance learning for all students .....	24
Goal 5: Northwest will develop and maintain an environment that is attractive and safe for all students of the Hereford community .....	26
Goal 6: Northwest will provide technology to enhance curriculum, instruction and professional learning. ....	27
Title I Schoolwide Elements .....	28
ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA) .....	28
1.1: Comprehensive Needs Assessment .....	28
ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP) .....	28
2.1: Campus Improvement Plan developed with appropriate stakeholders .....	28
2.2: Regular monitoring and revision .....	28
2.3: Available to parents and community in an understandable format and language .....	29
2.4: Opportunities for all children to meet State standards .....	29
2.5: Increased learning time and well-rounded education .....	29
2.6: Address needs of all students, particularly at-risk .....	29
ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE) .....	30
3.1: Develop and distribute Parent and Family Engagement Policy .....	30
3.2: Offer flexible number of parent involvement meetings .....	30

# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Northwest Elementary is a K-5 campus that will continue to identify educational deficits in lower grade levels. Enrichment and intervention identification of students will continue to be a priority for Northwest Staff. We realize that the student to teacher ratio in K-5 to 4th grade is a challenge but we will continue to work to meet the needs of our students. 4th-grade STAAR Writing dropped from 69% to 62% due to lack of writing experience. Other challenges are the lengthy RTI paperwork, lack of Math RTI, and progress monitoring. Our staff will recognize and provide the necessary support to ELLs that are non-Spanish speaking.

### Demographics Strengths

1. Continue and establish more attendance incentives
2. Continue educational deficits being identified in lower grades.
3. Continue the enrichment and intervention identification of students.

### Problem Statements Identifying Demographics Needs

**Problem Statement 1:** The student to Classroom Teacher ratio is too high for teachers to deliver effective differentiated instruction. The state ratio includes ancillary staff as opposed to grade level, classroom teachers. **Root Cause:** Additional ancillary staff is needed especially in K-5 classrooms in order for teachers to successfully differentiate instruction.

# Student Academic Achievement

## Student Academic Achievement Summary

Students at Northwest need to be successful readers to be successful writers. Teachers realize that learning goes hand and hand and continue to find ways to strengthen each area of learning. Of particular concern is the lack of fluency demonstrated by our students. Fluency leads to basic comprehension. Basic comprehension leads to better ability to infer.

Writing continues with the foundation piece of learning. Being successful writers helps students become successful readers. To be successful writers, writing instruction cannot start in 4th grade because of STAAR testing. It has to start in K-5 and continue on a framework of learning into 5th grade. Teachers need a foundational writing framework to teach students how to be successful in each grade. The communication and development of this framework needs to continue to develop each year. The Balanced Literacy model, in which all teachers have been trained, includes writing. We need to continue to implement this model to increase writing across the grades.

Consistent math resources and teaching strategies need to be used from K-5 to 5th grade. Learning vocabulary and problem-solving strategies need to be introduced and followed through from grade level to grade level. Additional attention needs to be focused on learning and memorizing math facts.

## Student Academic Achievement Strengths

Reading goals are being stressed and rewarded.

Testing grade levels have good math resources.

Leach Literacy

Daily use of technology and programs (Istation/Think Through Math/IXL/Lexia Core 5/Read Live)

Much more daily writing happening across all grade levels

K/5 & 1st addressing phonological awareness with new materials

More technology in the classrooms (2-5 have Chromebooks, K/5 & 1 have ipads and laptops)

K-2 has classroom libraries

## **Problem Statements Identifying Student Academic Achievement Needs**

**Problem Statement 1:** Students struggle with inferencing and retention of math facts. **Root Cause:** Students are not proficient in reading fluency and they lack memorization skills.

**Problem Statement 2:** Although there has been improvement, PBMAS data is compared from the past two years it indicates subgroups historically perform lower in all contents. **Root Cause:** Low Student performance was due to students not having a strong foundation in literacy skills i.e. reading; writing and vocabulary, which impacts all academic areas; need to improve practices through professional development.

# School Processes & Programs

## School Processes & Programs Summary

At Northwest Elementary classroom teachers are utilizing the following programs to the best of their ability: IStation Reading, Imagine Math, Lexia Core 5, Read Live, PALS Plus, IXL. However, there appears to be a lack of resources available such as a Spanish reading interventions program, Spanish leveled readers and math intervention programs for all struggling students. Time constraints also appear to be an overall challenge for classroom teachers to implement the overwhelming amount of required minutes of intervention. While the programs that have been provided are helpful, there continue to be gaps as a result of the problems mentioned above.

## School Processes & Programs Strengths

Teachers at Northwest Elementary use the following instructional computer resources: IStation, Imagine Math, Imagine Learning, Lexia Core 5, Read Live, PALS Plus, IXL, etc.

IStation:

1. Monthly up to date data on student progress. (Assesses multiple skills)
2. Lesson resources available for reteaching. (On demand assessments)
3. Ability to monitor student activity during iStation time.
4. Ability to monitor the tier movement throughout the year with reports.
5. Ability to monitor appropriate testing and behavior skills.
  - Istation usage has increased across the board because of Chromebook accessibility and computer lab availability.
  - Across the board Tier improvement has been observed by the classroom teachers.

Think Through Math: 2nd Grade through 5th Grade only.

1. The creator of this program reported if a student passes 30 lessons on level, they should pass the STAAR Math test.
2. Rigor.

- Similar to test questions

1. Shows concepts in different ways.

- Avatar incentive.

4. Accessible to students at home

Lexia Core 5:

1. Successful tool used for remediation.

2. Provides data for RTI.

3. Downloadable lessons.

4. Accessible to students at home.

PALS Plus:

1. Can help us identify students at a young age that need intervention before they reach testing grades.

2. Provides data for RTI.

IXL:

1. The teacher can pick specific skills that students can work on depending on what is being learned in the classroom.

2. TEKS correlation is available.

3. Students can work on the recommended level.

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

**Problem Statement 1:** Teachers at Northwest Elementary continue to vary in familiarity with instructional computer resources, such as: IStation, Imagine Math, Lexia Core 5, Read Live, PALS Plus, IXL, etc. **Root Cause:** Lack of allocated time for consistent up-to-date training for the above programs. New teachers are not always familiar with our programs. Powerpoint instructions would help instead of pulling out for training.

**Problem Statement 2:** Need to grow, support and retain quality staff **Root Cause:** A challenge to our ability to recruit the most qualified and best applicants is competition from surrounding districts and the limited ability to increase pay schedules demanded by market driven compensation.



# Perceptions

## Perceptions Summary

At Northwest, we value our students and work hard to meet every child's needs. Teachers value their students' individuality and respect what they believe; students respect and value the opinions of their teachers. Teachers inspire students to have ownership of their work.

Parents and teachers working together help create a united front and reinforce the high expectations set for our students. Parents feel that the faculty has their child's best interest at heart and sincerely care for each student. Unfortunately, parents along with a large number of the student body, feel that other students are unkind to each other. Teachers, administrators, and the counselor are aware of this issue and are working proactively to improve this perception.

## Perceptions Strengths

Faculty:

1. The work environment is positive among the teachers.
2. The building is kept clean and in good condition.

Students:

1. Students feel like the faculty including teachers and administrators are supportive and that they make them feel like they belong.
2. Students feel safe.

Parents

1. Parents feel like the faculty and administration is supportive and cares for their student.

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1:** Professional development is needed for writing for each instructional grade level and additional support. **Root Cause:** Lack of training.

**Problem Statement 2:** The issue continues to be that while parents are involved with students in events and activities they need to be more involved academically, i.e. addressing academic concerns. **Root Cause:** Although parent training has been provided there is still a lack of knowledge and skills on how to get involved. Time constraint appears to be an issue as well..

**Problem Statement 3:** Our campus is aging and requires increased maintenance each year. **Root Cause:** Age of the campus and non replacement of campus on a timely and scheduled basis due to limited funds.

# Priority Problem Statements

**Problem Statement 1:** Students struggle with inferencing and retention of math facts.

**Root Cause 1:** Students are not proficient in reading fluency and they lack memorization skills.

**Problem Statement 1 Areas:** Student Academic Achievement

**Problem Statement 2:** Although there has been improvement, PBMAS data is compared from the past two years it indicates subgroups historically perform lower in all contents.

**Root Cause 2:** Low Student performance was due to students not having a strong foundation in literacy skills i.e. reading; writing and vocabulary, which impacts all academic areas; need to improve practices through professional development.

**Problem Statement 2 Areas:** Student Academic Achievement

**Problem Statement 3:** The student to Classroom Teacher ratio is too high for teachers to deliver effective differentiated instruction. The state ratio includes ancillary staff as opposed to grade level, classroom teachers.

**Root Cause 3:** Additional ancillary staff is needed especially in K-5 classrooms in order for teachers to successfully differentiate instruction.

**Problem Statement 3 Areas:** Demographics

**Problem Statement 4:** Teachers at Northwest Elementary continue to vary in familiarity with instructional computer resources, such as: IStation, Imagine Math, Lexia Core 5, Read Live, PALS Plus, IXL, etc.

**Root Cause 4:** Lack of allocated time for consistent up-to-date training for the above programs. New teachers are not always familiar with our programs. Powerpoint instructions would help instead of pulling out for training.

**Problem Statement 4 Areas:** School Processes & Programs

**Problem Statement 5:** Professional development is needed for writing for each instructional grade level and additional support.

**Root Cause 5:** Lack of training.

**Problem Statement 5 Areas:** Perceptions

**Problem Statement 6:** Need to grow, support and retain quality staff

**Root Cause 6:** A challenge to our ability to recruit the most qualified and best applicants is competition from surrounding districts and the limited ability to increase pay schedules demanded by market driven compensation.

**Problem Statement 6 Areas:** School Processes & Programs

**Problem Statement 7:** The issue continues to be that while parents are involved with students in events and activities they need to be more involved academically, i.e. addressing academic concerns.

**Root Cause 7:** Although parent training has been provided there is still a lack of knowledge and skills on how to get involved. Time constraint appears to be an issue as well..

**Problem Statement 7 Areas:** Perceptions

**Problem Statement 8:** Our campus is aging and requires increased maintenance each year.

**Root Cause 8:** Age of the campus and non replacement of campus on a timely and scheduled basis due to limited funds.

**Problem Statement 8 Areas:** Perceptions

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Campus Performance Objectives Summative Review from previous year
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- 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 EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local diagnostic reading assessment data
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

- Grades that measure student performance based on the TEKS

### **Student Data: Student Groups**

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- 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 and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, and gender data
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

### **Student Data: Behavior and Other Indicators**

- Attendance data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

### **Employee Data**

- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- TTESS data

### **Parent/Community Data**

- Parent surveys and/or other feedback

- Parent engagement rate

### **Support Systems and Other Data**

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

# Goals

Revised/Approved: June 17, 2019

**Goal 1: Northwest instructional staff will provide instruction that encourages critical thinking, creativity and analysis of instruction that promotes learning for all students.**

**Performance Objective 1:** Continue Balanced Literacy in K thru 5th classrooms and support the initiative by strengthening literacy instruction.

**Evaluation Data Source(s) 1:** Professional Development sign-in sheets, administrator walkthroughs, and Curriculum Team walkthroughs.

**Summative Evaluation 1:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Nov	Jan	Apr
1) Professional Development for continuation of Balanced Literacy	2.4, 2.5, 2.6	Reading Interventions, Teachers, Curriculum team	Sign-in Sheets, DMAC grade level reports, iStation reports, Literacy closet				
2) Parental Increase (Sense of Urgency) to read with student(s)	3.1, 3.2	Teachers, Administrators	Increase parental awareness; Increase student reading level; Skyward Report; Parent/Teacher Conference; Documentation				
= Accomplished                = Continue/Modify                = No Progress                = Discontinue							



**Goal 1:** Northwest instructional staff will provide instruction that encourages critical thinking, creativity and analysis of instruction that promotes learning for all students.

**Performance Objective 2:** Implement a guaranteed, viable, and aligned curriculum, utilizing strategies and initiatives to strengthen the instructional core so that 82% of tested students will meet the approaches, 60% will meet grade level passing standards, and 25% will meet the masters performance standard measured by STAAR by June 2020.

**Evaluation Data Source(s) 2:** STAAR scores/ Common Based Assessments

**Summative Evaluation 2:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Nov	Jan	Apr
1) Utilize TEKS Resource System/Schoolwide RTI Interventions/Best Instructional Strategies and Support Staff to enhance opportunities for student success	2.4, 2.5, 2.6	Teaches, Support Staff, Instructional Coach	Increase Student achievement				
2) Provide Supplemental resources for instructional support.	2.4, 2.5, 2.6	Campus Administrators	Purchase Orders				
3) Provide staff development in writing to develop a writing plan across the grade levels.	2.4, 2.5, 2.6	Teachers, Campus Administrators	Increase writing skills across all grade levels.				
= Accomplished               = Continue/Modify               = No Progress               = Discontinue							

**Goal 1:** Northwest instructional staff will provide instruction that encourages critical thinking, creativity and analysis of instruction that promotes learning for all students.

**Performance Objective 3:** Implement Professional Learning Communities in all content areas K-5 to improve instruction and student outcomes.

**Evaluation Data Source(s) 3:** Sign-in Sheets from PLC training  
Administrator feedback during data meetings

**Summative Evaluation 3:**








Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Nov	Jan	Apr
1) Provide and Monitor school wide RTI Intervention time with fidelity to increase student success before during and after school.	2.4, 2.5, 2.6	Campus Administrators, Teachers	Increase student performance in reading				
= Accomplished                = Continue/Modify                = No Progress                = Discontinue							

**Goal 1:** Northwest instructional staff will provide instruction that encourages critical thinking, creativity and analysis of instruction that promotes learning for all students.

**Performance Objective 4:** Develop and enhance the capacity of teacher leaders by 95% through establishing school-wide supports, teacher team supports, individual supports and alignment of professional development activities to guide continuous teacher development.

**Evaluation Data Source(s) 4:** Sign-in sheets

**Summative Evaluation 4:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Nov	Jan	Apr
1) Campus leadership team will attend Lead 4ward training and present learning to the staff throughout the year.	2.5, 2.6	Campus Administrators	Improve instruction and student learning outcomes				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

## Goal 2: Northwest will provide supplemental services to support the academic needs of our students.

**Performance Objective 1:** By the end of 2019-2020 school year, the percentage of Elementary K-5 students reading at grade level or above will increase from 70% to 75%. Baseline: 66% Goal: (3-5 years) 85%

**Evaluation Data Source(s) 1:** Universal screeners indicating student growth in reading.

### Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Nov	Jan	Apr
1) Continue to provide professional development in balanced literacy in K-5 grade levels to ensure quality instruction so that all students including eco. dis., racial and ethnic groups, children with disabilities, English Learners struggling in reading as well as other content areas as needs are identified are academically successful. Sustainability will be addressed as well.. e.g.( New Teacher Balance Literacy; Balance Literacy Beginnings:Starting the Year Right; Model Lesson for Share/Guided Reading; Fall/Spring-Academic Leadership Team Meeting(Campus Administration)	2.4, 2.5, 2.6	Campus Administrators District Program Administrators Chief Academic Officer Leach Literacy/Melissa Leach	Budget reports-monies spent on instruction/professional development  Improved quality instruction  Increase student performance				
<b>Problem Statements:</b> Student Academic Achievement 2							
= Accomplished                = Continue/Modify                = No Progress                = Discontinue							

### Performance Objective 1 Problem Statements:

Student Academic Achievement
<p><b>Problem Statement 2:</b> Although there has been improvement,PBMAS data is compared from the past two years it indicates subgroups historically perform lower in all contents. <b>Root Cause 2:</b> Low Student performance was due to students not having a strong foundation in literacy skills i.e. reading; writing and vocabulary, which impacts all academic areas;need to improve practices through professional development.</p>

**Goal 2:** Northwest will provide supplemental services to support the academic needs of our students.

**Performance Objective 2:** Hire supplemental instructional support staff, Implement a guaranteed, viable, and aligned curriculum, utilizing strategies and initiatives to strengthen the instructional core so that 82% of tested students will meet the approaches, 60% will meet grade level passing standards, and 25% will meet the masters performance standard measured by STAAR by June 2020.

**Evaluation Data Source(s) 2:** STAAR scores  
Curriculum-Based assessments

**Summative Evaluation 2:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Nov	Jan	Apr
1) Hire supplemental instructional support staff to target all students including eco. dis., racial and ethnic groups, children with disabilities, English Learners struggling in reading as well as other content areas as needs are identified to ensure academic success. (Reading Interventionists; Librarian/Reading Specialists; Migrant Interventionists/Paraprofessionals; Bil/ESL staff; SCE staff; SPED staff; Instructional Coach) PNP - hire tutor	2.4, 2.6	Campus Administrators District Program Administrators Chief Academic Officer PNP- Campus Administration	Monthly payroll Contact logs/list of students struggling and areas served At-Risk monthly reports  Increased student academic performance				
	<b>Problem Statements:</b> Demographics 1						
2) Purchase instructional resources/software to supplement and enhance classroom learning environment and/or to provide interventions to increase students academic achievement	2.4, 2.5, 2.6	Campus Administrators	Budget reports-monies spent on instructional resources				
	<b>Problem Statements:</b> Student Academic Achievement 2						
3) Provide ongoing professional development for campus personnel to support core instruction; address students' socioeconomic status, language, special needs, and individual needs as well as legal requirements.	2.4, 2.5, 2.6	Campus Administrators	Agendas Sign -In-Sheets  Certificate of Completion  Staff Increased knowledge and skills				
	<b>Problem Statements:</b> Student Academic Achievement 2						
= Accomplished               = Continue/Modify               = No Progress               = Discontinue							

## Performance Objective 2 Problem Statements:

### Demographics

**Problem Statement 1:** The student to Classroom Teacher ratio is too high for teachers to deliver effective differentiated instruction. The state ratio includes ancillary staff as opposed to grade level, classroom teachers. **Root Cause 1:** Additional ancillary staff is needed especially in K-5 classrooms in order for teachers to successfully differentiate instruction.

### Student Academic Achievement

**Problem Statement 2:** Although there has been improvement, PBMAS data is compared from the past two years it indicates subgroups historically perform lower in all contents. **Root Cause 2:** Low Student performance was due to students not having a strong foundation in literacy skills i.e. reading; writing and vocabulary, which impacts all academic areas; need to improve practices through professional development.

### Goal 3: Northwest will ensure that all staff meet high quality standards and are provided opportunities for professional growth

**Performance Objective 1:** Northwest staff will participate in and share new learning from the targeted professional development, selected and designed to improve student growth and achievement.

**Evaluation Data Source(s) 1:** Sign in sheets, PLC Agendas, Lesson Plans

**Summative Evaluation 1:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Nov	Jan	Apr
1) Northwest will utilize Talent Ed for Hire to screen candidates to initiate the interview process to recruit and hire highly qualified staff	2.5, 2.6	Chief Human Resource Officer, Campus Administrators	Talent for Hire Site, Hereford ISD best practices for a lawful employment interview				
<b>Problem Statements:</b> School Processes & Programs 2							
= Accomplished                = Continue/Modify                = No Progress                = Discontinue							

**Performance Objective 1 Problem Statements:**

School Processes & Programs
<b>Problem Statement 2:</b> Need to grow, support and retain quality staff <b>Root Cause 2:</b> A challenge to our ability to recruit the most qualified and best applicants is competition from surrounding districts and the limited ability to increase pay schedules demanded by market driven compensation.

## Goal 4: Northwest strives for excellence in the area of communication and collaboration with parents and community members to create partnerships that will enhance learning for all students

**Performance Objective 1:** By May, 2020, Northwest will create and implement activities designed to communicate and collaborate in an attempt to increase parent and family engagement.

**Evaluation Data Source(s) 1:** Agendas, sign-in sheets, and number of scheduled events, volunteer contact logs, survey results

### Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Nov	Jan	Apr
1) Northwest provides opportunities for parent and family engagement through meetings; programs; parent-teacher conferences minimum two times per year, 100% sign-up to Skyward Family Access, etc.	3.1, 3.2	Campus Administrators and staff	Meeting/Activity Agendas; Sign-in Sheets Number of Scheduled Events;  Increased number of parents actively participating in school events  School messenger/School Calendar/Literature informed parents, community and staff				
				<b>Problem Statements:</b> Perceptions 2			
2) Utilize media outlets to communicate campus opportunities to students and parents for participation in the educational process	3.1, 3.2	Campus administration and staff	Meeting/Activity Agendas; Sign-in Sheets; Number of Scheduled Events; Increased number of parents actively participating in school events  Informed stakeholders				
				<b>Problem Statements:</b> Perceptions 2			
3) Provide materials and parent training on student academic expectations; behavior expectations; required assessments; software programs, and campus website e.g. Title I Parent and Family Engagement Policy; Parent Compact, Parental Involvement Policy	3.1, 3.2	Campus administration and staff	Sign-in sheets; Agendas;				
				<b>Problem Statements:</b> Perceptions 2			



Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Nov	Jan	Apr
4) Provide support for identified homeless/foster students .e.g. transportation;agency referrals etc.	2.4, 2.5, 2.6	Campus Administrators/Staff and Campus Liaison	Services provided as needed to ensure academic success.				
= Accomplished      = Continue/Modify      = No Progress      = Discontinue							

**Performance Objective 1 Problem Statements:**

Perceptions
<p><b>Problem Statement 2:</b> The issue continues to be that while parents are involved with students in events and activities they need to be more involved academically, i.e. addressing academic concerns. <b>Root Cause 2:</b> Although parent training has been provided there is still a lack of knowledge and skills on how to get involved. Time constraint appears to be an issue as well..</p>

## Goal 5: Northwest will develop and maintain an environment that is attractive and safe for all students of the Hereford community

**Performance Objective 1:** By June 2019-2020, Northwest will develop a preventative and replacement cycle maintenance program schedule/plan in an attempt to maintain a secure and safe learning environment for all.

**Evaluation Data Source(s) 1:** Presentation of the Facility Needs Assessment, MIT and work orders placed.

### Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Nov	Jan	Apr
1) Develop a strategic facility needs assessment that will identify issues with current facility.		Chief Operations Officer Director of Maintenance Director of Security Campus Administrator	Facilities Needs Identified and prioritized				
<b>Problem Statements:</b> Perceptions 3							
= Accomplished                 = Continue/Modify                 = No Progress                 = Discontinue							

### Performance Objective 1 Problem Statements:

Perceptions
<b>Problem Statement 3:</b> Our campus is aging and requires increased maintenance each year. <b>Root Cause 3:</b> Age of the campus and non replacement of campus on a timely and scheduled basis due to limited funds.

## Goal 6: Northwest will provide technology to enhance curriculum, instruction and professional learning.

**Performance Objective 1:** Northwest Elementary will provide 100% of teachers with the appropriate technology, training, and support to assist in the development of academic success for all students.

**Evaluation Data Source(s) 1:** Sign in sheets, Agendas

### Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Nov	Jan	Apr
1) Trainer of trainer will be utilized to provide staff with appropriate instructional technology support.	2.4, 2.5, 2.6	Curriculum team Campus Administrator Technology department	Increase teacher knowledge and skills in instructional technology  Increase student performance  Sign in sheets Agendas				
<b>Problem Statements:</b> Perceptions 3							
= Accomplished                 = Continue/Modify                 = No Progress                 = Discontinue							

### Performance Objective 1 Problem Statements:

Perceptions
<b>Problem Statement 3:</b> Our campus is aging and requires increased maintenance each year. <b>Root Cause 3:</b> Age of the campus and non replacement of campus on a timely and scheduled basis due to limited funds.

# **Title I Schoolwide Elements**

## **ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)**

### **1.1: Comprehensive Needs Assessment**

In early February, a local needs assessment for the 2019-2020 school year began in order to consider the strengths and needs of Northwest school. During this time parent, student and staff surveys were created and sent out to appropriate stakeholders for completion. The staff and administration of Northwest school met several times to discuss current services, the need to continue or identify new services/resources needed. The Northwest Needs Assessment is based on various campus data collections including TAPR report; PEIMS; campus standardized state assessments- special pops comparison; and campus surveys. The needs assessment helps identify the needs to be supported within the Title I, Part A Schoolwide application: academic area of need; identified supplemental instructional strategies/activities for specific students; methods to provide measurable evidence for monitored student growth; identified supplemental staff assignments ( professional/paraprofessional to provide services; identified family and parent engagement; and identified professional development need to support staff needs.

## **ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)**

### **2.1: Campus Improvement Plan developed with appropriate stakeholders**

Northwest develops a campus improvement plan that supports the needs of students in our school as identified through the comprehensive needs assessment. The intent of the plan is to use methods and instructional strategies that strengthen the academic program in the school, increase the amount and quality of learning time as well as provide an enriched and accelerated curriculum, which may include programs, activities and courses necessary to provide a well-rounded education. The Building Leadership Team is a decision-making committee that creates opportunities among campus leaders to ensure that all students are academically successful. This is accomplished through a process of on-going communication and dialogue in which administrators, teachers, staff, parents and community members work to develop strategies aligned with campus goals, action plans and evaluative strategies to ensure the improvement of student achievement.

### **2.2: Regular monitoring and revision**

The Northwest Campus Improvement Plan is developed for a one-year implementation with annual evaluations and revisions. BLT meetings are held throughout the year to review and/or revise plans in case a need arises in an attempt to provide activities that ensure effective timely assistance to ensure that all students are provided opportunities to meet the challenging State academic standards.

First review: October 2019

Second review: November 2019

Third review: January 2020

Final review: April 2020

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

The Northwest CIP is made available to parents and community via the website or campus. The information in the plan is in an understandable format to the extent practicable and provided in a language that parents can understand.

## **2.4: Opportunities for all children to meet State standards**

Northwest's plan addresses the needs of all students in the school, but particularly the needs of those at-risk of not meeting the challenging state academic standards. The following supplemental instructional support and/or services are provided: reading intervention to support low-performance reading; lab support staff - to provide supplemental assistance in the area of math; reading; etc..with individual software to meet the support level required for each student; and tutorial services.

## **2.5: Increased learning time and well-rounded education**

The schoolwide reform strategies are based on proven researched methods. Northwest provides methods and instructional strategies that strengthen the academic program in the school, increase the amount and quality of learning time to assist students in meeting the challenging State academic standards as well as provide an enriched and accelerated curriculum, which may include programs, activities and courses necessary to provide a well-rounded education.

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

Northwest provides effective instructional strategies and opportunities for students to be academically successful, particularly the low achieving students and those most at-risk of not meeting state achievement standards. Additional support is available with tutorials, computer-aided instruction, extended learning opportunities, and instructional supplemental support staff.

## **ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)**

### **3.1: Develop and distribute Parent and Family Engagement Policy**

Northwest schedules an Annual Parent Involvement Policy meeting to meet with a campus selected representation of parents to review and create the campus policy. After the meeting parents are provided with a copy of the campus policy and compact. These are uploaded to the campus website. Family and Parent Engagement is strongly encouraged by the campus and activities are incorporated within the campus plans to ensure appropriate participation of all parents. A Parent Involvement Compact is developed outlining the campus, parent and student responsibilities and commitment to their educational setting. This Compact is distributed to each parent. The campus provides an automated Messenger Service to provide the most updated information to parents on a regular basis.

Distribute August 12, 2019

### **3.2: Offer flexible number of parent involvement meetings**

Northwest recognizes the value of parental contributions and every effort is made to provide multiple opportunities for parents to reach out and communicate their children's needs/concerns. Meetings are held throughout the year.