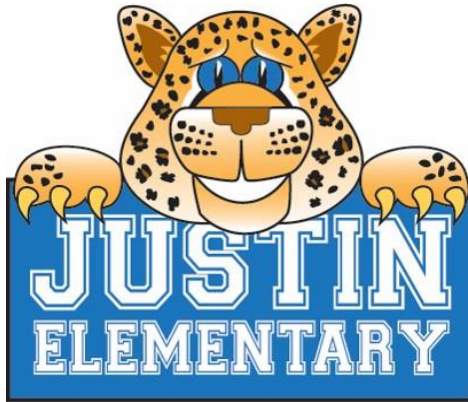


Justin Elementary School
Northwest ISD
425 Boss Range Road
Justin, Texas 76247

Dr. Lisa Ransleben, Principal
PI9 Participant
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817-215-0803



Person Nominating Justin Elementary School
Jessica McDonald, Principal
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Hughes Elementary School
Northwest ISD
PI6 Participant



Superintendent Endorsement

I endorse and support the nomination of Justin Elementary School
as a School Transforming Learning.

Superintendent's Signature: Ryder Warren Digitally signed by Ryder Warren
Date: 2020.02.26 10:26:18 -06'00'

Date: 2.26.20

Transforming Learning: The Jaguar Way

Overview and Background

Justin Elementary consists of 600 students in grades Pre-K through 5th grade. Our demographics are 73% white, 21% Hispanic, with 31% economically disadvantaged and 18% in special education. Our school has been Title I six of the nine years that I have served as principal. Justin Elementary is walking distance from downtown Justin, police and fire stations, and 4 churches yet we are nested within the largest and farthest north land mass within Northwest ISD. With the widening of Hwy. 156 and five new housing developments, families are stretching out to our rural suburb and even moving in from other states.

In our campus vision statement, we claim to empower learners and leaders to positively impact the world. Our most recent challenge is that students are compliant and not taking ownership in their learning. We believe that teacher learning must precede student learning and it is our role to meet, model and motivate learners. Our work centers around, *"How do we promote students owning the learning?"*

As a participant of Principals' Institute Cohort 9, I have been empowered to dig deeper into the Visioning Document and give permission for our teachers to take instructional risks that ensure student engagement while narrowing in on the most important learning targets for mastery. The adult learning at Justin Elementary is transforming along with the student's ownership of their learning!

The voice of students should be respected and their feedback should be solicited regarding their learning.

Assessment for Learning - Article 3 Premise j

- JES staff members read the article *"The Word on Voice"* by Russell Quaglia and 5 copies of his book, Student Voice: The Instrument of Change were purchased for teachers to check out from the professional library.
- The entire student body and staff reads Peter H. Reynold's Say Something in unison during Friday morning assemblies to build community and remind us of our mission.
- The campus Leadership Team studied and set campus goals using Article 3 Premise j of the Implementation Matrix in *A Framework for Vision-Driven Instruction and Leadership*.
- All teachers created a student survey to seek input on classroom engagement and learning preferences.
- Principal's Panel started in October, inviting 10 students to eat lunch in the conference room each month.
- All 5th graders were invited to sign up for parts in leading a school assembly on Friday in February 2020.

The Results of our Work on Amplifying Student Voice

- There is an increase in students giving feedback to their teachers on the learning tasks and with students writing or visiting with me each week to start a student-run club, to rally help for a group in need, or weigh in on the new recess equipment we are purchasing.
- We had 42 fifth graders involved in the assembly (*designing slides, producing skit/song, speaking, greeting*)
- Some teachers are allowing students to write the class newsletter or lead a Morning Meeting.
- Trends from the 5th grade Principal Panel are being shared with staff in the campus newsletter.

New learning standards (in Social Emotional Learning) should embrace development of the whole person to build a student's capacity to shape their own destiny as individuals and contributing members of society.

The New Learning Standards - Article 2 Premise c

- Our SEL Task Force is teaching the entire staff the tenets of the new district-designed SEL Framework.
- We have a weekly structure for Morning meetings with "Trait Tuesday" and "Work it Out Wednesday".
- Staff will email things/people they are thankful for all week and those are emailed out "Thankful Thursday".
- The counselor used her campus funds to purchase a container of "Cool Down" tools for every learning space.
- The staff hosts CLUBS during the school day six times a year. (*First Aid, lacrosse, Pig Latin, cheerleading, etc.*)
- 90% of our fifth graders earned a spot as a "Kelso's Kid" to deliver a lesson in K-3 classrooms once a week.

- The entire staff participated in a De-Escalation training for supporting general education students.

The Results of our Work in Social-Emotional Learning

- Our staff is understanding adults need to grow their own social-emotional health before teaching it.
- Students now participate in “Thankful Thursday” and are asking to host their own Character Awards at lunch.
- Teachers are finding curricular connections in characters that are exhibiting the new SEL traits.
- Adults in the building are understanding the power they have in keeping students engaged in the learning.

Excellence and sustained exceptional performance come from a commitment to shared values and a clear vision that encourages collaboration and teamwork. Organizational Transformation - Article 5 Premise a

- We have frequent reminders of our mantra, “Less is More” with emphasis on quality over quantity.
- Librarian hosting a “Quarterly Fusion” lesson planning session every 9 weeks for each grade level to integrate multiple content areas, technology, service learning, Maker Space activities and experiences in the garden.
- Five teachers wrote and won innovative teaching grants. (weaving loom, stacking cups, fairy tale problems)
- Pre-K with disabilities collaborated with Specials teachers to buddy with a Kinder and 3rd grade class.
- 3rd grade and 4th grade teachers are Team Teaching as a self-contained class and flex grouping small groups.

The Results of our Work with Innovative Learning Experiences

- “Less is more” (busy work) makes room for innovative learning experiences within the instructional day.
- More students are visiting the Maker Space and the school Garden with curriculum connections.
- Adult and student learners are becoming more flexible with sharing learning spaces and teaching styles.
- Our librarian has self-checkout and volunteers because she is supporting curriculum out in classrooms.

Appropriate and varied types of assessments are essential for informing students about levels of success to affirm and stimulate their efforts and teachers so that more customized learning experiences may be provided in a timely manner. Assessment for Learning - Article 3

- The Leadership Team studied the *Assessment for Learning* section of the Visioning Document.
- Teachers had PD on the 3 tenets of How People Learn from The National Academies Press.
- Staff learned and practiced the 51 formative assessment tools in Assessment for Learning by Sandy Snow.
- Extended PLC time provided for teams to unpack and dissect the TEKS on curriculum-based assessments.
- Reviewed our belief and efficacy in our abilities to provide a strong Tier 1 instruction for ALL students.
- Second, third, and fourth grade math teachers use pre-tests to alter the scope and sequence each unit.
- Quarterly RtI meetings with campus Interventionists model how to choose goals and progress monitor.

The Results of our Work in Formative Assessment

- Quick checks and exit tickets are used to uncover preconceptions and misconceptions of grade-level TEKS.
- More extension time is available in grades second, third, and fourth students that had already met unit goals.
- 3rd and 4th grade ELA are now analyzing the Units of Study pre-assessment to impact their unit mapping.
- Teams are using a protocol to guide their own RtI conversations for goal setting and progress monitoring.
- Our Specials teachers adapted 25 of Sandy Snow’s formative assessments to fit music, art, and PE classes.
- The Specials team is offering to teach a professional learning to other Special’s teachers this summer!

At Justin Elementary, we believe that it is our role to meet, model and motivate learners.

We believe that teacher learning must precede student learning.

We believe that our kids have something to say and that they can lead the way!