



Haslet Elementary 1188 Wisdom Way, Haslet, TX 76052 817-215-0862

Melissa Webber, Principal, Cohort II Participant mwebber@nisdtx.org

Transformation Video: [LINK](#)

Leading the Way!

Haslet Elementary is located in the middle of Northwest ISD, the fastest growing district in the Dallas-Fort Worth Metroplex. In 2018, Haslet Elementary was one of the oldest campuses, containing 479 students. Of these, we had 18 ELL, 93 economically disadvantaged, and 23% at risk. In 2020, we moved into a new open-concept building, known as the “Nest”, with lots of collaborative areas and space to grow. As we quickly began to fill this new beautiful building, we realized the need to transform our mindsets about teaching and learning. We had a lot of work to do, to meet the needs of our “new” populations. Fortunately, we had the staff, community, students, and space to make it happen. We recognized the need to embrace the change and transform learning, so students could reach their fullest potential. Currently, we have 928 students, 91 ELL, 22 different languages, 224 economically disadvantaged, and 35% at risk. We wanted all stakeholders to be engaged in the positive culture and learning at the Nest, by maintaining our historical motto-“Haslet is Home”.

The Work: Throughout my PI 11 experience, our campus leadership team reflected on how we could establish systems to make transformation a reality for our school. With different protocols we used the Visioning Document as a guide to reflect on our strengths and needs. We collaboratively decided that our focus areas would be: Article II: The New Learning Standards, Article III: Assessments for learning, and Article V: Organizational Transformation. We wanted to transform learning where we are ALL growing as leaders, to be the very best we can be. We passionately believe that together, OUR students will be provided with engaging learning experiences that are conducive to reaching high expectations.

New Learning Standards- The focus on new learning standards have led to teachers knowing and growing the “whole child”. This is what has propelled the transformation of learning where students are engaged and curious.

- PBIS committee- Team representatives and our counselor utilize Satchel Pulse student survey data, office referral data, and observations to design lessons to support SEL, character traits, and problem solving skills.
- Student goal setting- Students set goals, reflect, and celebrate their achievements. Goals are centered around student voice & choice so they will “own” their learning and progress.
- Morning Meetings- Student and/or teacher lead daily with a campus wide learning target. Students and teachers are empowered to make decisions about the needs of their classroom, to make adjustments to their meetings.
- Student involvement in ARDs- Students share what they are proud of, areas they would like to grow, and what helps them be successful. This input is valuable to the committee decisions.
- Student led parent conferences- Students share their progress, their goals, and how parents can partner with them and their teacher in their learning journey this year.
- Staff book study of Culturize, by Jimmy Casa and Positive Behavior Principles, by Dan St. Romaine

Assessments for Learning- Varied assessments are designed to give students, teachers, and parents timely feedback on learning progress. These assessments guide adjustments of instruction and support.

- PLCs focused on Backwards Design- Together with instructional coaches, teachers complete summative assessments to guide their planning for instruction. Formative assessments are designed and planned out, to inform students and teachers of student understanding, as the units build. This is a continuous cycle to result in instructional adjustments and high levels of learning.

- Different types of assessments provide feedback- exit tickets, Kahoot, Blooket, Seesaw, short constructed responses, extended constructed responses, multiple choice, rubric based, journal responses, running records, reading & writing conferences, and math skill checklists.
- Formal and informal surveys- provide feedback on student and teacher “voice and choice” regarding current and future learning tasks. These surveys provide feedback for curriculum development and professional development opportunities.

Organizational Transformation- Our new building provides so much potential for collaborative and engaging learning experiences, by the people utilizing the space. During PLCs, lots of time has been dedicated to collaborating with our technology coach, instructional coaches, and librarian to brainstorm and plan new ways to teach and learn. Our staff has learned so much from each other through peer walkthroughs and ghost classroom walks. Our staff has embraced our tools and new ideas to provide real-world learning opportunities, engaging tasks, students as the designers, and where their talents can thrive.

- Makerspace Lessons- Students create and design habitats with recycled materials, complete stem challenges, and develop code.
- Grade level Service Learning Projects- Student teams lead with the purpose of helping make our world a better place.
- Haslet Read Across America Hat Parade- Art and Library collaborate with ELA teachers to celebrate favorite books with the design of a hat to be worn in the parade.
- Multicultural Night Celebration- Students collect information about their families heritage. PTA, families, and community members set up displays to teach others about their country. 4th grade sing, dance, and perform a drum ensemble in different cultures.
- Field Day Team- Gathers feedback from their peers to plan, design, and create Field Day stations.
- Leadership Crew- 4th and 5th graders help with morning arrival, Kindergarten PE, cafeteria and campus clean up, library, and community events.
- Video Announcements- Students design, create, and anchor school-wide video announcements, every morning.
- Shared Vision & Goals- Our campus CIP was developed to support our district and campus goals, along with our vision for student success. Leadership decisions are made collaboratively with our ILT, by collecting feedback from all stakeholders (student leadership, PTA, district leadership, and community partners). We hold one another accountable to adhere to our goals and strategies outlined in our CIP.
- Collaborative learning among students- students take their books and technology to various places in the building to where they learn best and work together.
- Co-teaching of lessons- Teachers plan lessons based on their strengths, student interest and needs, to bring classes together.
- Flexible grouping during daily Eagle Time- Teachers use data to form fluid groups, throughout their grade level to provide daily intervention and enrichment, based on needs and interests.
- Student Showcases- Individual and group present and teach learning they are passionate about to community members at Expo Night. During reading and writing celebrations students share their expertise with other grade level students.

Results: Students at Haslet Elementary are thriving in academics and personal success, with our focus on transforming learning. A recent PTA survey showed our school is the “central part” of our community, we respect all families regardless of differences, and we partner to advance student learning. Our teachers are life-long learners who work tirelessly to engage and inspire students. We are building capacity and empowering all students and teachers, to take risks in learning and to be good humans in our world.
 #leadingtheway #hasletishome



February 23, 2023

This is to acknowledge my awareness and support of Haslet Elementary's application for the 2023 School Transforming Learning Award with the Texas Principal Visioning Institute.

K. Abelan

2/24/23

Signature

Executive Director of Elementary Education (for Dr. Mark Foust, Superintendent of NISD)

Title

Nominated by Dr. *Jessica McDonald*, Principal, PI Cohort 6

J. Lyndal Hughes Elementary School, NISD 13824 Lost Spurs Road Roanoke, TX 76262

817-698-1900 Jmcdonald@nisdtx.org

