

Got Behavior?

A district's journey in aligning behavior practices to enhance teacher effectiveness and boost student success.



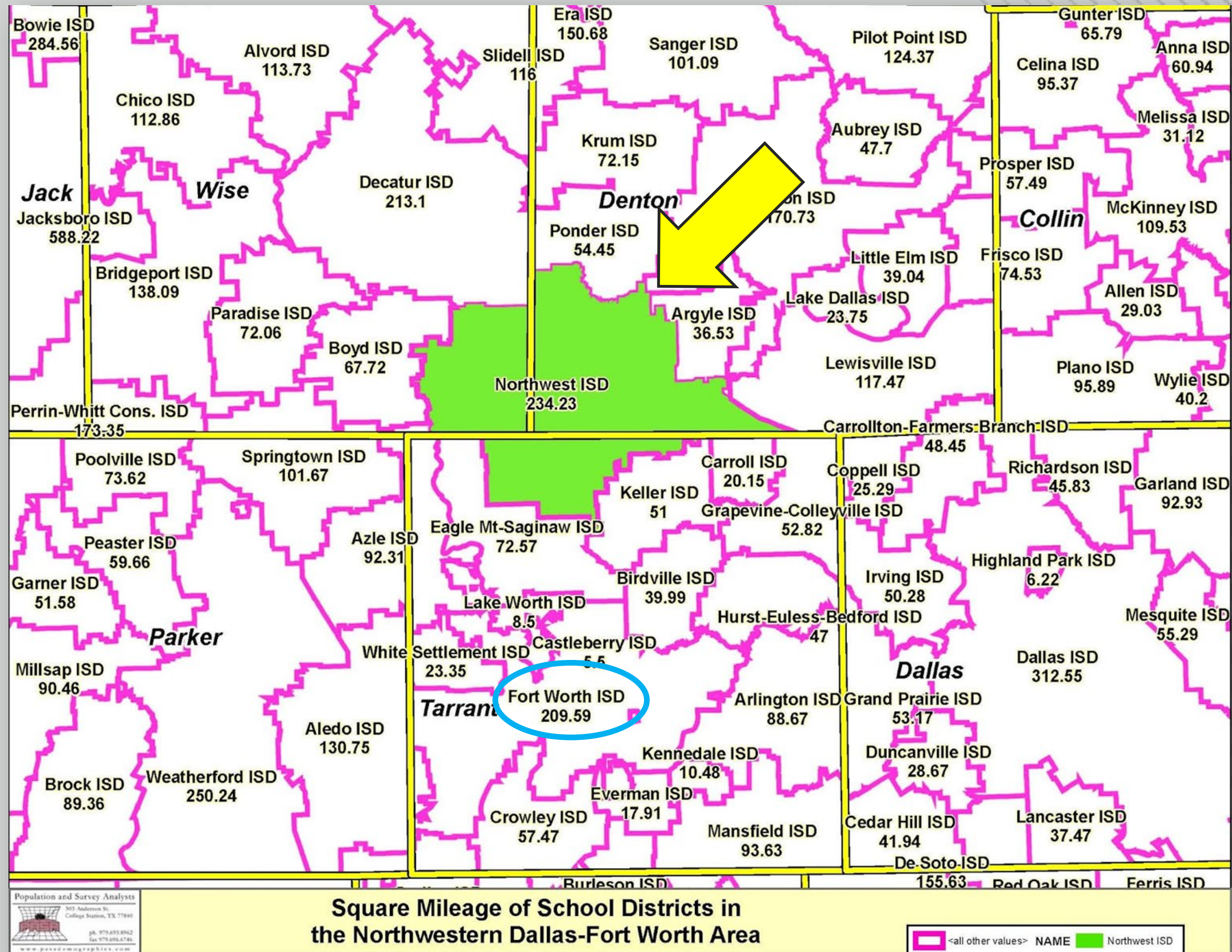
Northwest Independent School District



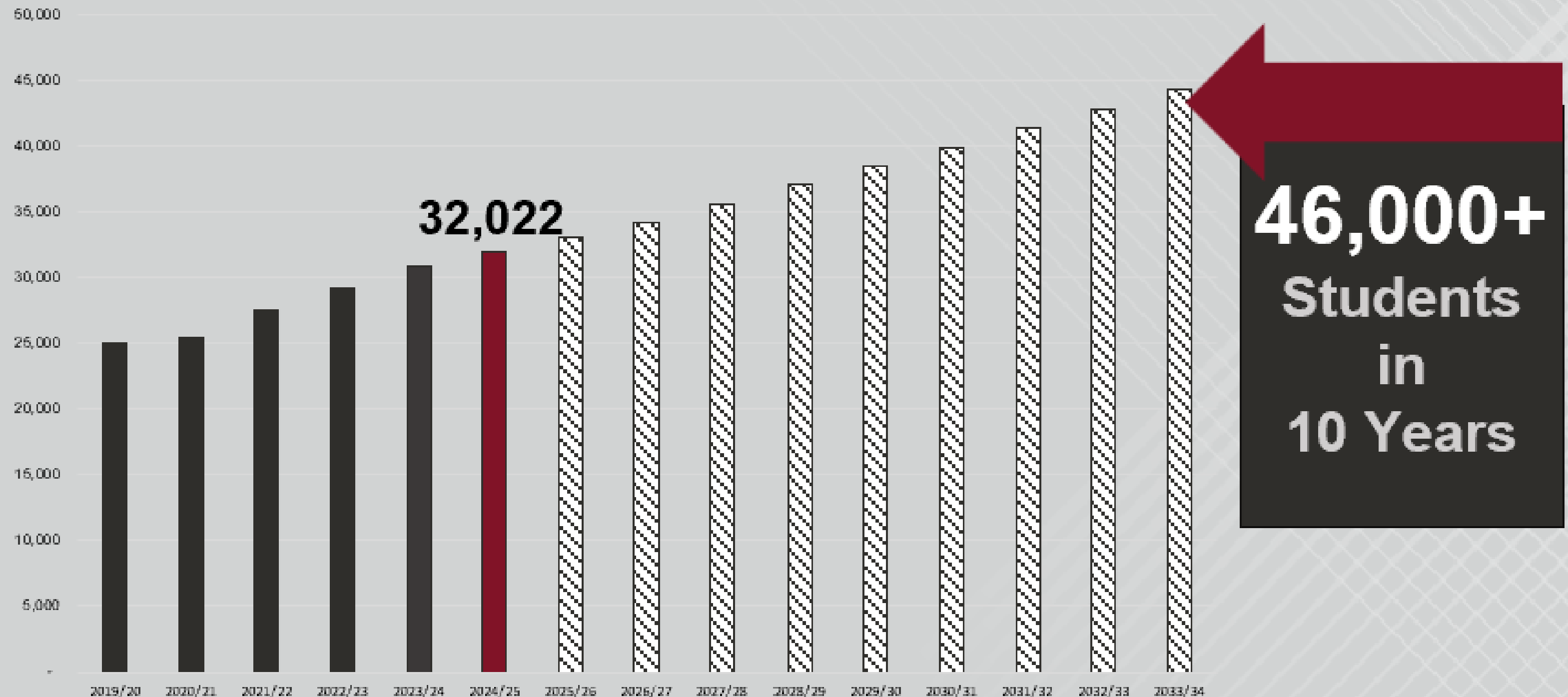
Northwest ISD



Northwest ISD



We Are on the GROW!



NISD's Growth Since 2000



5,350
Students

2000

8,750
Students

2005

15,370
Students

2010

20,970
Students

2015

25,383
Students

2020



10
Schools

14
Schools

17
Schools

26
Schools

29
Schools

2022 & Beyond



29,248
Students

2022

32,095
Students

2024

32,248
(current)



34,500
Students

2026

37,450
Students

2028

40,397
Students

2030



30
Schools



35
Schools

38
Schools
(planned)

42
Schools
(planned)

?
Schools

May 2023:
Began working
with
Emergent Tree

**Enrollment projections based on
Zonda Education's 2Q24 Demographic Report*



STRATEGIC GOALS



Our Core Beliefs

- 1 Kids come first.
- 2 Continuous learning is essential to prepare for college and career opportunities.
- 3 Each student's success is the shared responsibility of students, families, schools, and communities.
- 4 Learning is influenced by environment.

Our Vision

Northwest ISD empowers learners and leaders to positively impact the world.

Our 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.

Strategic Goals

Strategic Goal 1	Strategic Goal 2	Strategic Goal 3
Northwest ISD will provide personalized learning experiences and cultivate the growth and achievement of every student.	Northwest ISD will recruit, value, and retain highly effective staff prepared to meet the individual needs of our students and learning community.	Northwest ISD will foster a safe environment and a culture of engagement that values the voices of all students, staff, families, and community members.
NISD PRIORITIES: Literacy 1.1 Our students will annually increase literacy proficiency to reach or exceed grade-level standards. Academic Progress 1.2 Our students will achieve individualized academic goals to reach a year's growth or more in all content areas. College, Career, Military & Life Readiness 1.3 Our students will graduate life ready and prepared for success in career, college, or military service.	NISD PRIORITIES: Recruit 2.1 Northwest ISD will have an unwavering commitment to attract and welcome high-quality staff. Value 2.2 Northwest ISD will invest in all staff through a culture of support, development, and empowerment to make a positive impact on the learning community. Retain 2.3 Northwest ISD will retain highly effective staff through meaningful relationships, ongoing support, and professional growth opportunities.	NISD PRIORITIES: Engagement 3.1 Northwest ISD will foster an environment of engagement with every member of our community through collaborative dialogue and partnership opportunities. Culture 3.2 Northwest ISD will model and instill a culture of belonging where all students, staff, families, and community voices are heard and valued. Safety 3.3 Northwest ISD will continuously improve, maintain and communicate systems of support to strengthen the physical and emotional well-being of our students, staff, and community.

STRATEGIC GOAL 1

Northwest ISD will provide **personalized learning experiences** and cultivate the **growth** and achievement of every student.



NISD PRIORITIES:

Literacy

- 1.1 Our students will annually increase literacy proficiency to reach or exceed grade-level standards.

Academic Progress

- 1.2 Our students will achieve individualized academic goals to reach a year's growth or more in all content areas.

College, Career, Military & Life Readiness

- 1.3 Our students will graduate life ready and prepared for success in career, college, or military service.

STRATEGIC GOAL 2

Northwest ISD will **recruit, value, and retain** highly effective staff prepared to meet the individual needs of our students and learning community.



NISD PRIORITIES:

Recruit

- 2.1 Northwest ISD will have an unwavering commitment to attract and welcome high-quality staff.

Value

- 2.2 Northwest ISD will invest in all staff through a culture of support, development, and empowerment to make a positive impact on the learning community.

Retain

- 2.3 Northwest ISD will retain highly effective staff through meaningful relationships, ongoing support, and professional growth opportunities.

STRATEGIC GOAL 3

Northwest ISD will foster a **safe environment** and a **culture of engagement** that values the voices of all students, staff, families, and community members.



NISD PRIORITIES:

Engagement

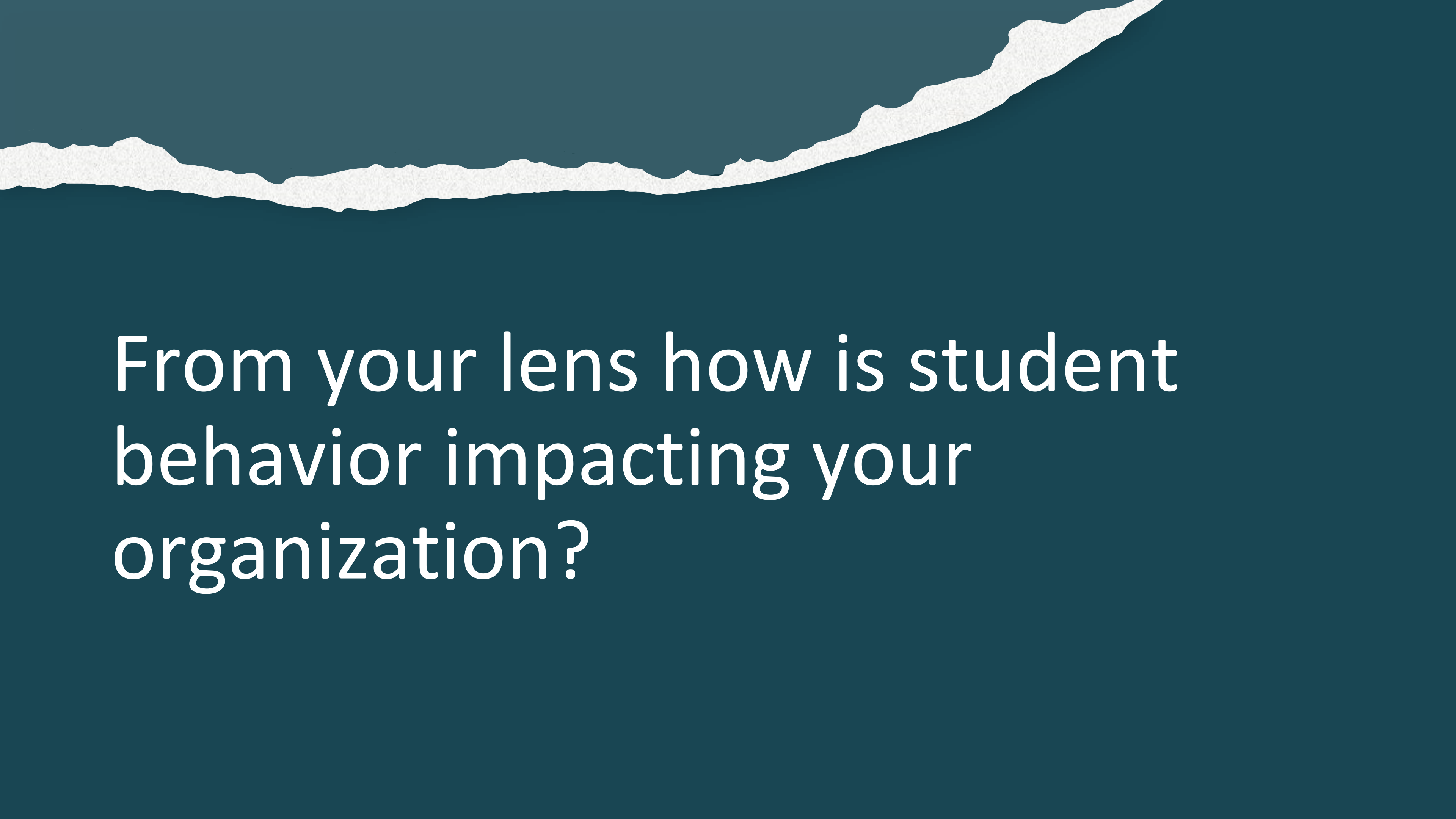
- 3.1 Northwest ISD will foster an environment of engagement with every member of our community through collaborative dialogue and partnership opportunities.

Culture

- 3.2 Northwest ISD will model and instill a culture of belonging where all students, staff, families, and community voices are heard and valued.

Safety

- 3.3 Northwest ISD will continuously improve, maintain and communicate systems of support to strengthen the physical and emotional well-being of our students, staff, and community.



From your lens how is student
behavior impacting your
organization?

Impacts of Student Behavior



LOST
INSTRUCTIONAL
TIME



TEACHER BURN-
OUT AND
ATTRITION



COMMUNITY
PERCEPTION

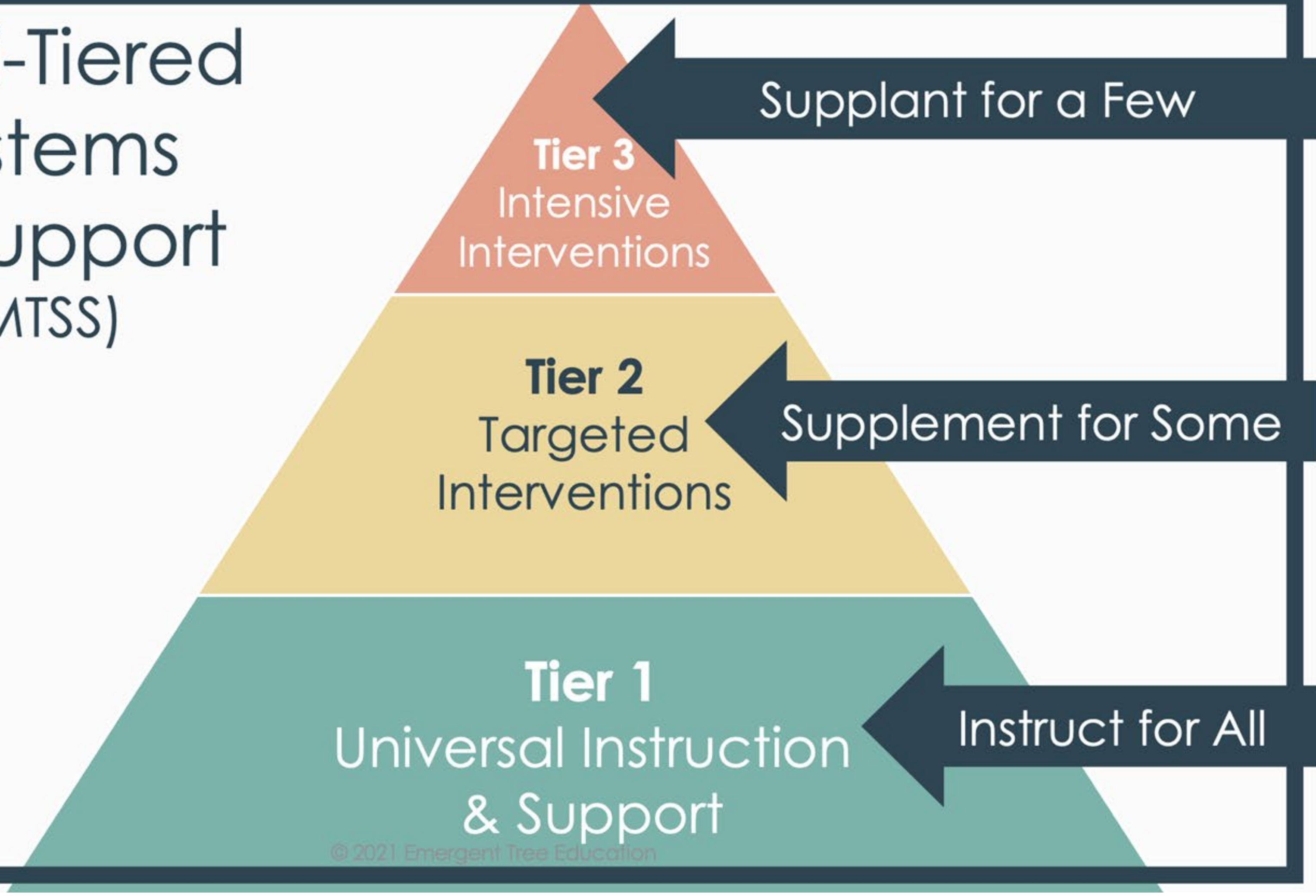


RESOURCE
ALLOCATION
(COST)



SAFETY AND
SECURITY

Multi-Tiered Systems of Support (MTSS)



Addressing Misunderstandings that impact student behavior

Ownership
Myth



Belief
Myth



Autonomy
Myth





OWNERSHIP MYTH:
Behavior is someone else's role.

2023-24

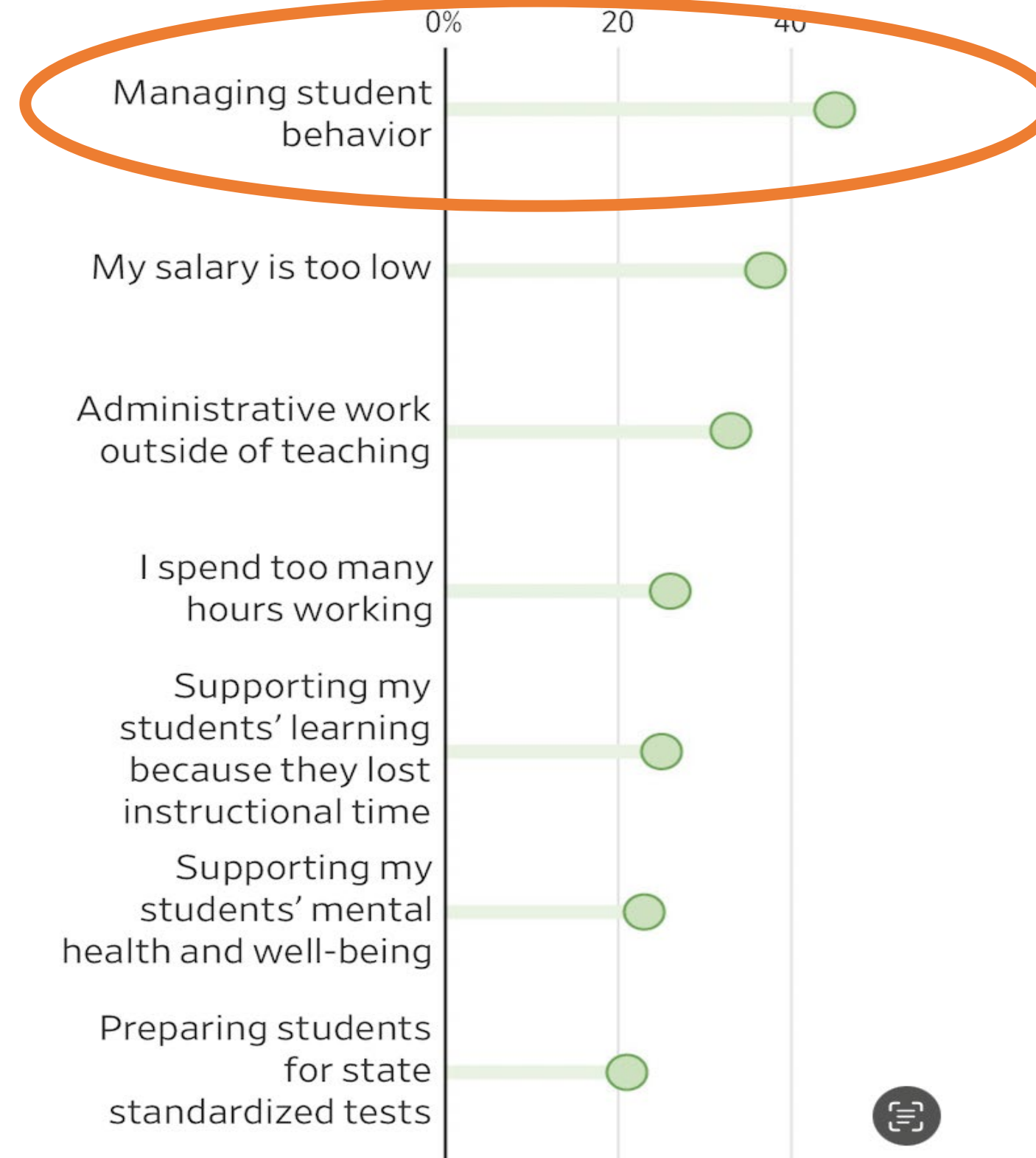
District Overview

34 campuses
30,736 Students

At-Risk
35.4%

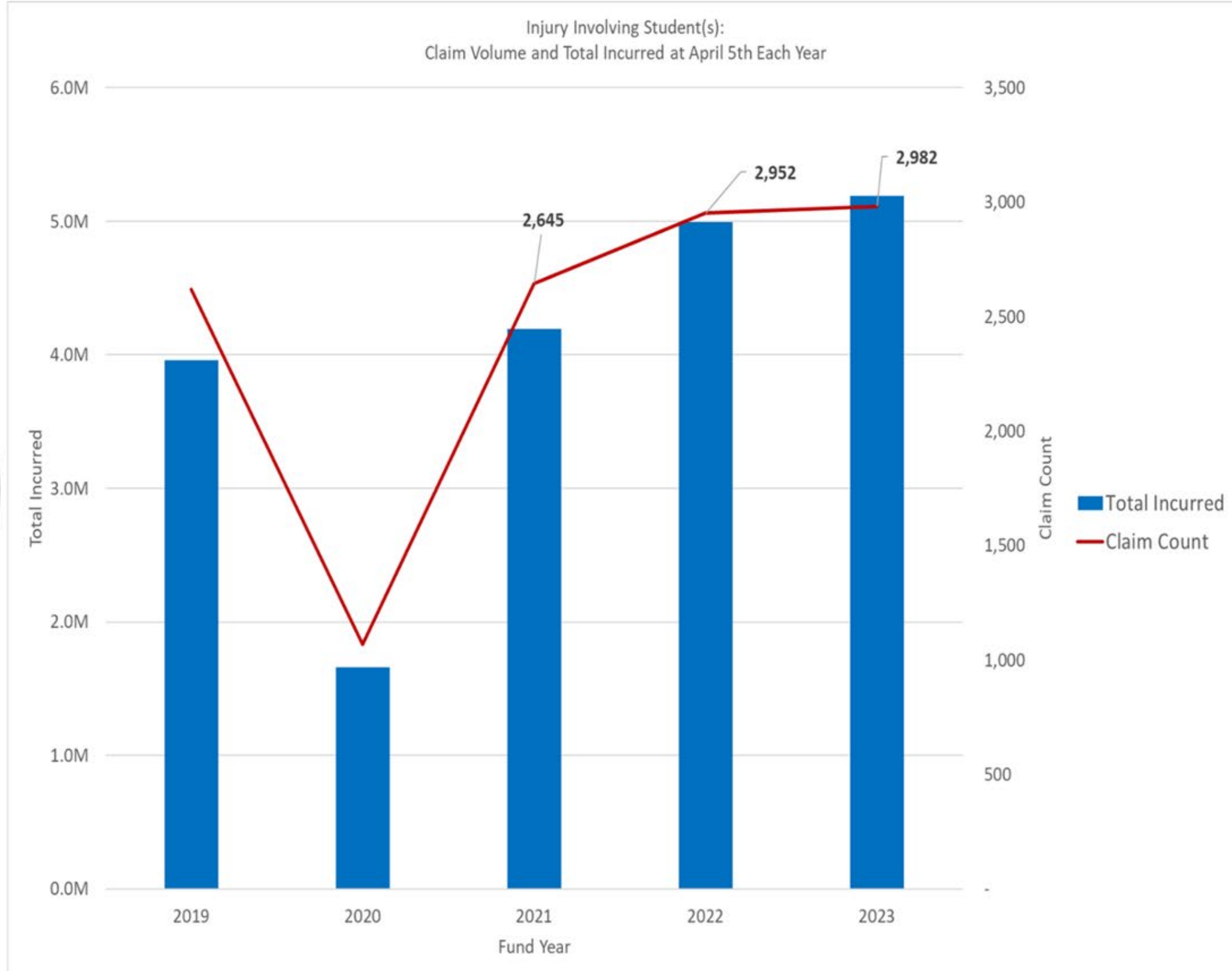
Economic
Disadvantage
27.4%

Teachers' top sources of job-related stress



TASB Risk Fund Data for Member Staff Injuries Involving Students

Data provided by TASB Risk Management Solutions





OWNERSHIP:

Behavior is everyone's
responsibility because it
impacts everyone's experience.

PERSONAL REFLECTION:

Do all members of
your district see their
role in supporting
behavior?





BELIEF MYTH:

More discipline or better relationships
is the key to behavior change.

DISCIPLINE



MOTIVATION



INSTRUCTION

Teach Skills & Strategies
Respond to Mastery
Respond to Non-Mastery

How do we develop BEHAVIOR skills?

What is the gap or missing skill?
What would we teach?



Beliefs → Thoughts → Actions

Bandura, A. (1989). Human agency in social cognitive theory. *American Psychologist*, 44(9), 1175.

What is your
organization's philosophy on
behavior?



BELIEFS:

The individual beliefs
impact the implementation of evidence-
based behavioral practices.

PERSONAL REFLECTION:

Do staff understand
the difference in an
INSTRUCTIONAL
APPROACH to
behavior and other
approaches?

Do they align to this
mindset?





AUTONOMY MYTH:
Teachers should and/or want
to determine how to support behavior in their classroom.

Teacher Outcomes

Working with students with behavior needs increases risk of teacher burn-out

(Brunsting, Sreckovic, & Lane, 2014)

More than 70% of teachers feel unprepared to address the social, emotional and behavioral needs of their students.

(Wagner et al., 2006)

Positive Behavior Interventions and Supports

Restorative Practices

District Alternative Education Placement

Restraint and Timeout protocols

Universal Screening ^{Bullying} Evidence Based Interventions

Social Emotional Learning

Mentoring Programs

Guidance Lessons ^{Group and Individual counseling}

Teacher training and coaching Trauma Informed Practices

Classroom Management Progress Monitoring

Mental Health and
Wellness

Texas Behavior Support Initiative

Drug and Alcohol
Preventions

Student Support Teams

Discipline responses

Suicide Prevention

Culturally Relevant Practices

Functional Behavior Assessment

Behavior Intervention Plans

Simplicity and Alignment



Photo credit: Shutterstock by Robert Gubbins

Implementation at All Tiers

TIERED BEHAVIOR SYSTEMS TRAY OF SUPPORTS



ACKNOWLEDGE

SKILL
BUILDING



CORRECTION

SYSTEM
SUPPORT



CONNECTIONS

DATA
INFORMED





EMERGENT TREE

Multi-Tiered Systems of Support – Behavior Tray Framework

	Connections	Skill-Building	Acknowledge	Corrections	Data-Informed	Systems Support
Tier 1	Reach and Respond	Core Values Matrix	Brag Board	Response Quadrants	Universal Screener	Ground Work Team
Tier 2						
Tier 3						

PERSONAL REFLECTION:

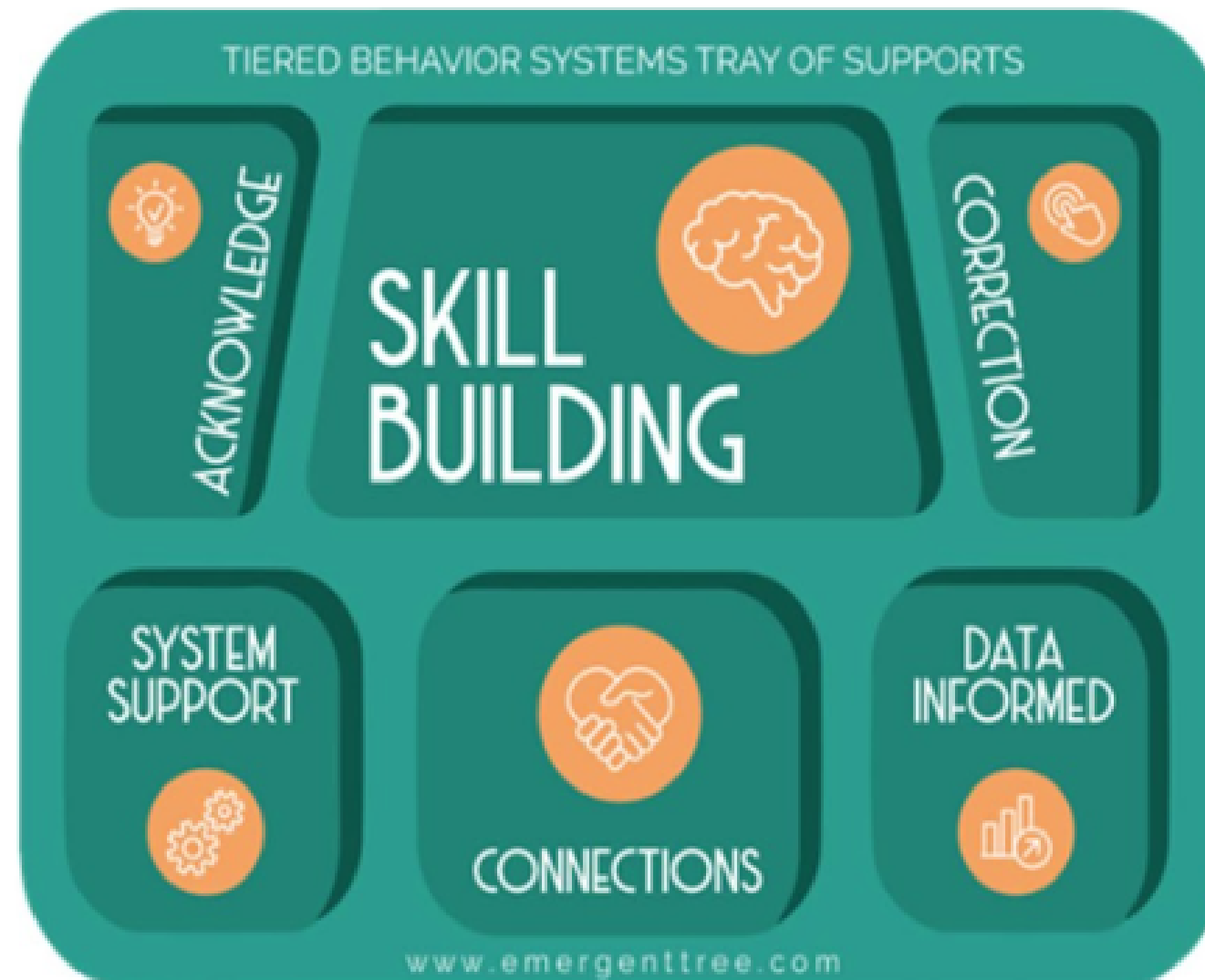
Does your district have
a clearly articulated
standard of practice
for behavior expected
across all campuses?



How Does This Look in NISD?



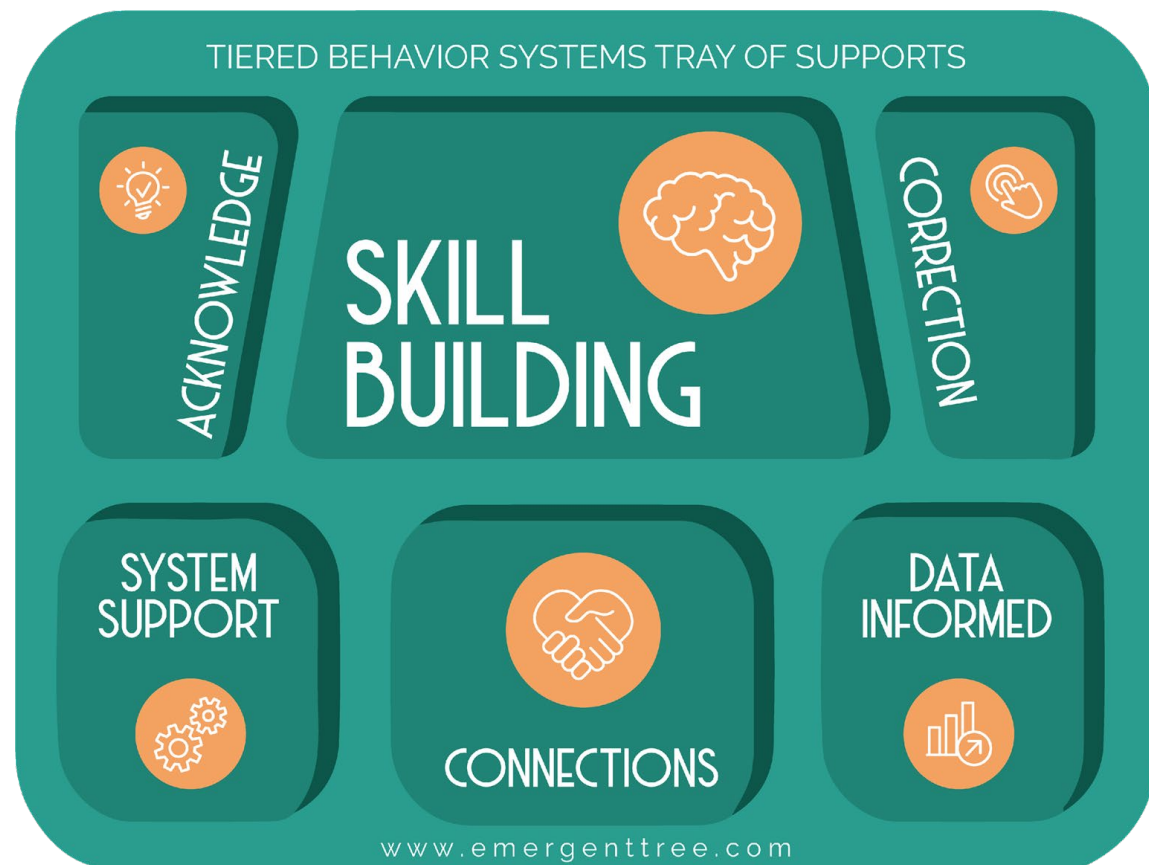
Tier 1: GroundWork- Campus Plan



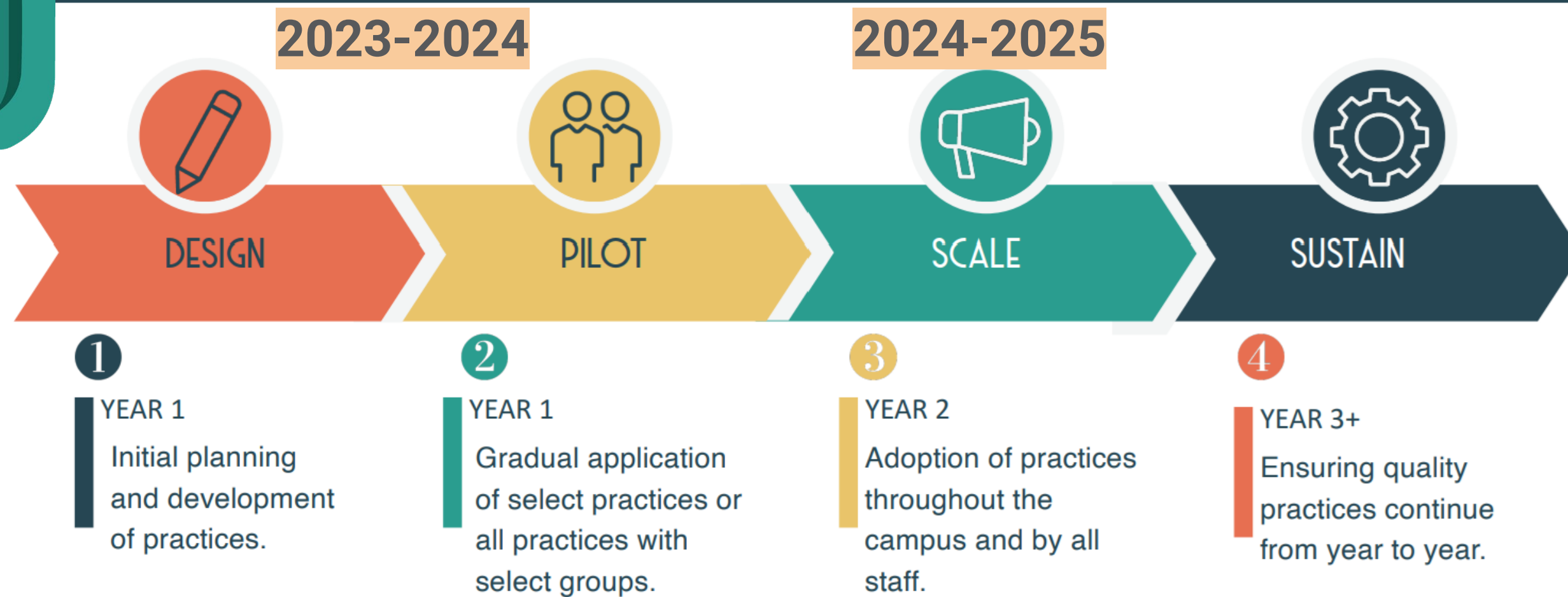
Component	Purpose
Connections	Build connections and increase opportunities for communication between staff and students.
Skill Building	Direct instruction in core values and skills for navigating and succeeding in school and beyond.
Acknowledgement	Instructional feedback on the display of core values and behavior expectations.
Correction	Instructional feedback on behavior concerns in order to strengthen skills and impact future behavior.
Systems Support	Structures to ensure behavior practices are implemented with quality and maintained over time.
Data Informed	Data sources are collected and analyzed to inform system changes and needs.

Purpose of Tier 1 Systems

Support the social, emotional, and behavioral development of all students through instructional practices.



PHASES OF IMPLEMENTATION

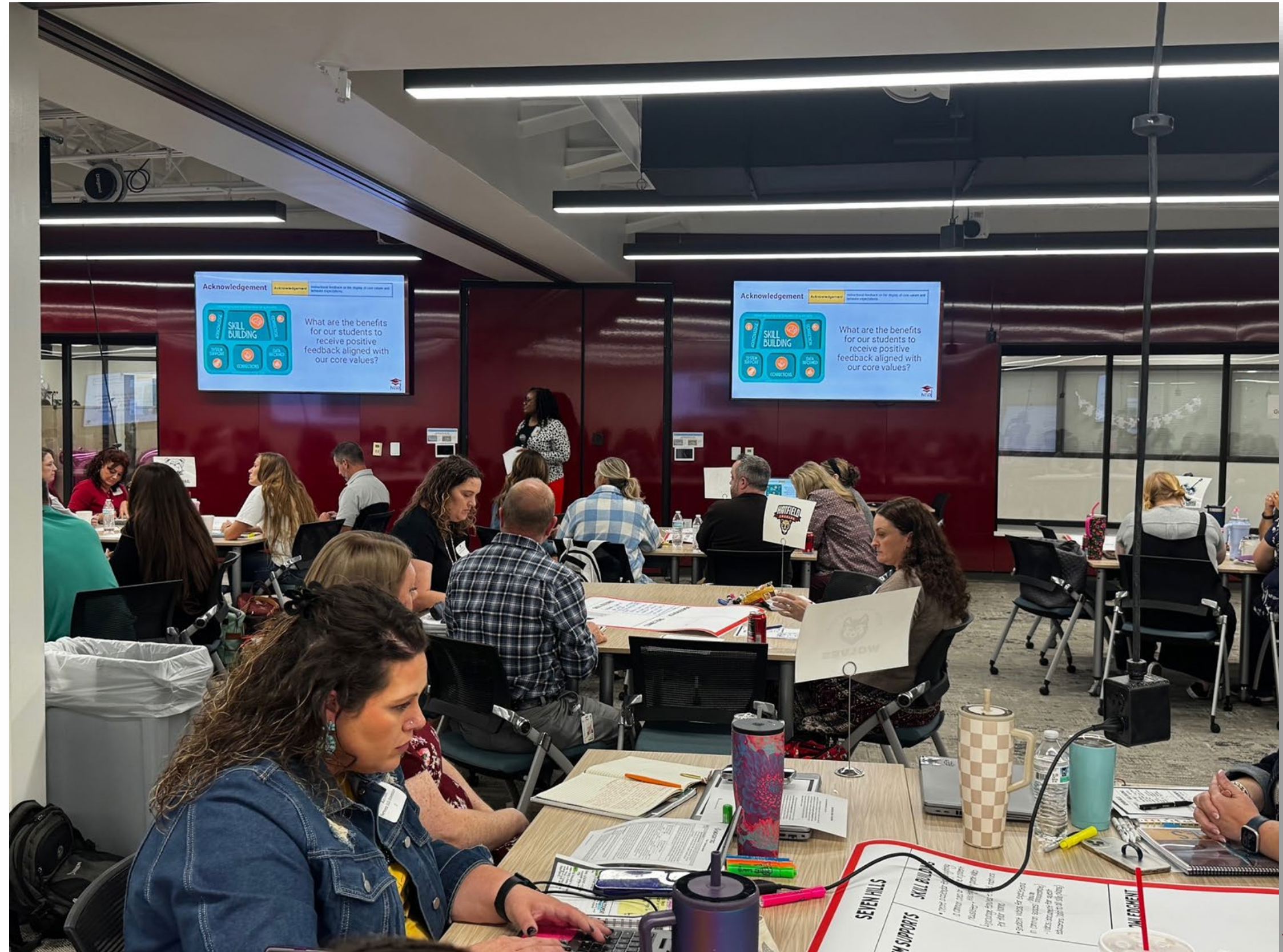


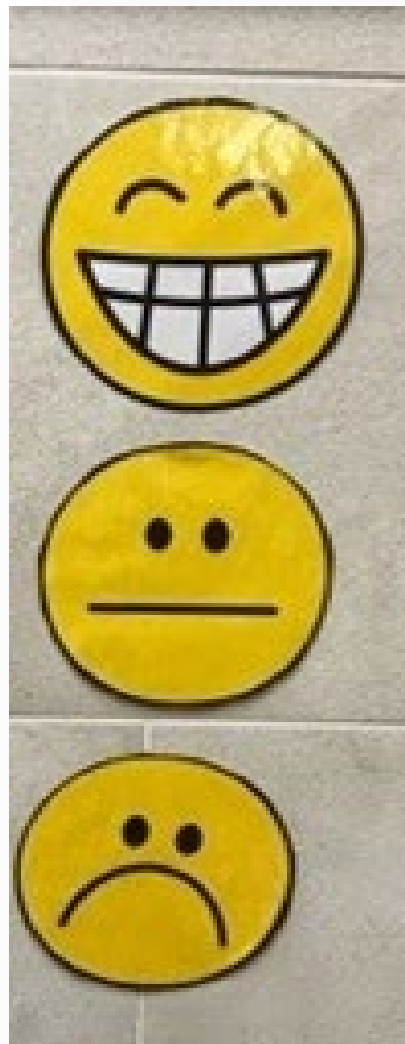
Year One

Behavior
Support Team
Training

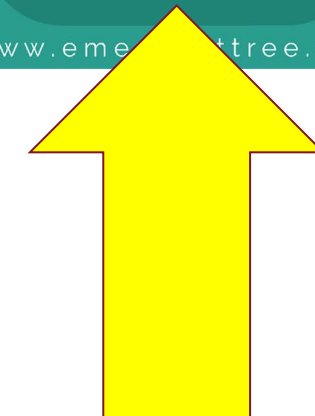
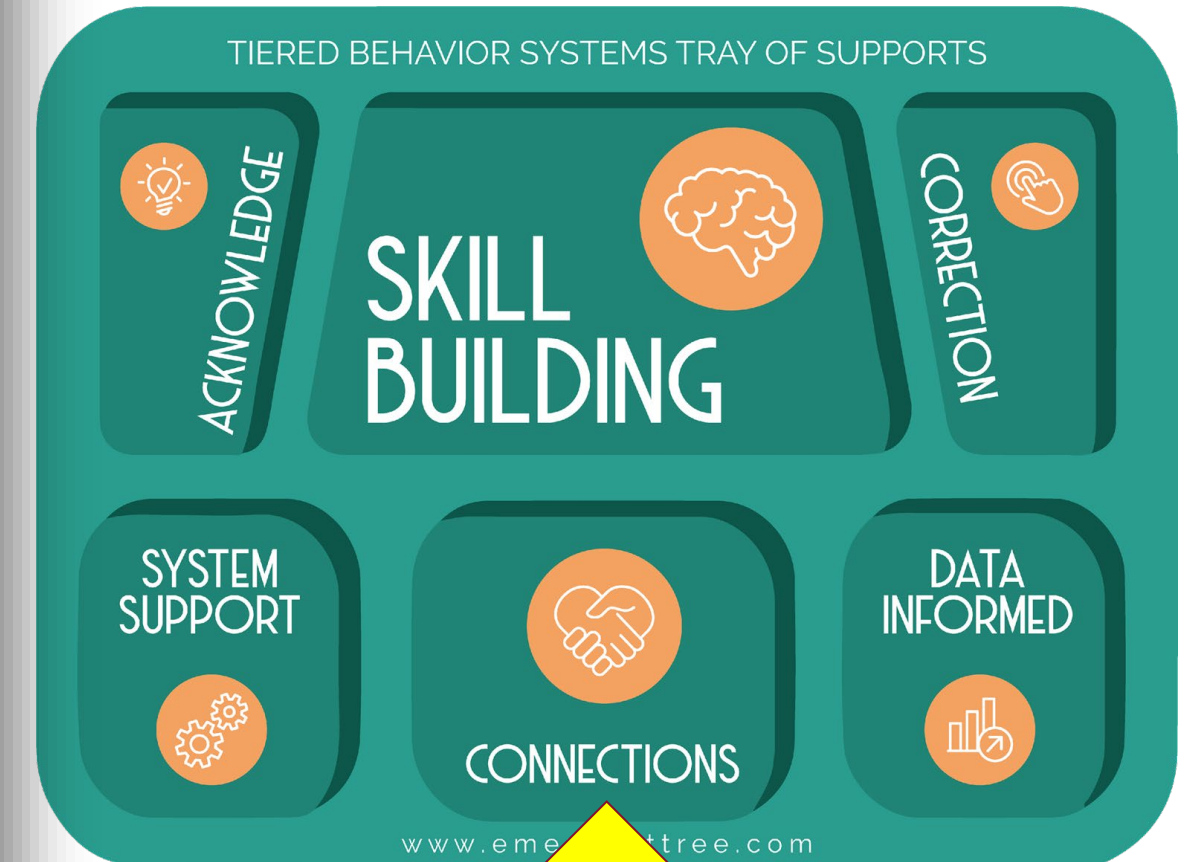
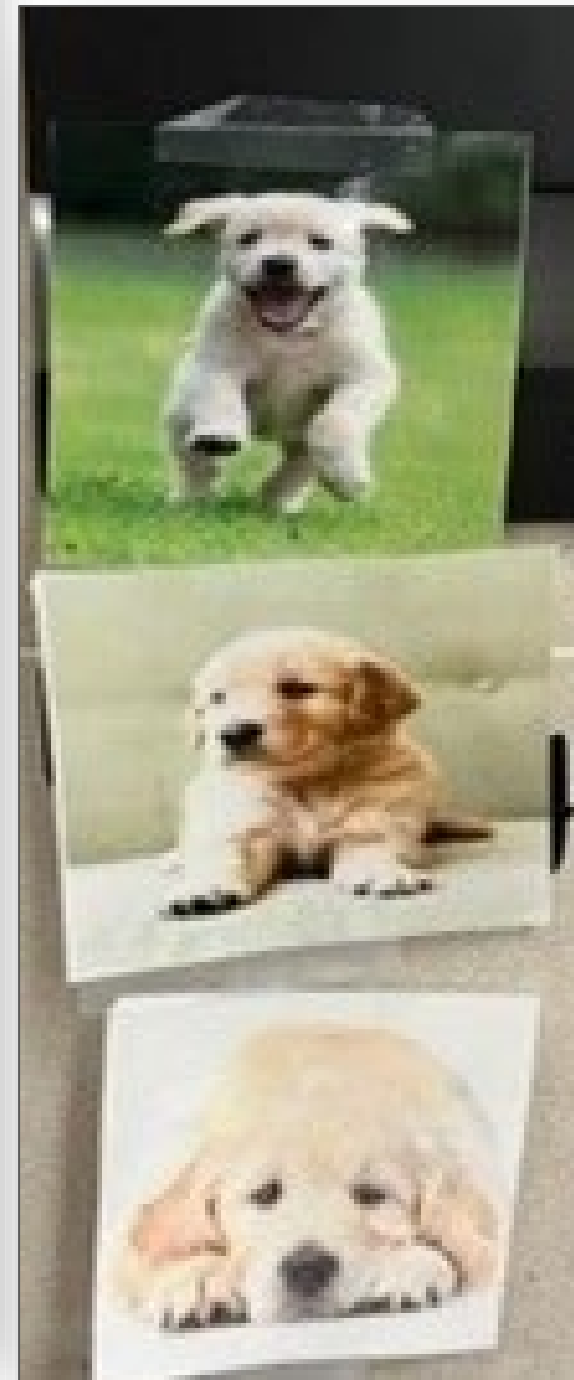
Design & Pilot
Implementation

Ongoing
coaching &
support





HEAR ME ROAR!



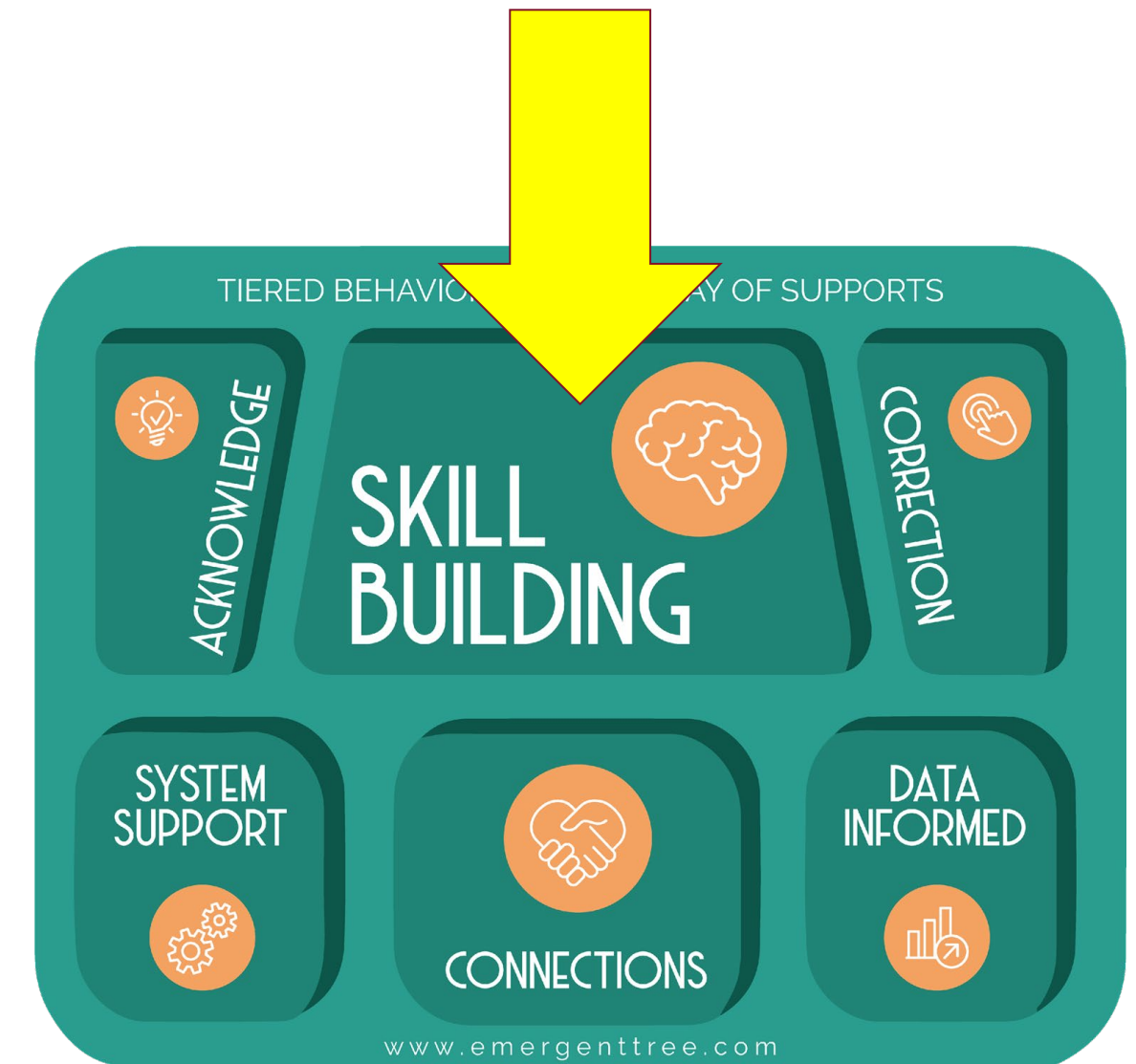
Connections

Build connections and increase opportunities for communication between staff and students.

Defining Core Values

Common Area Expectations

Class Contract



Skill Building

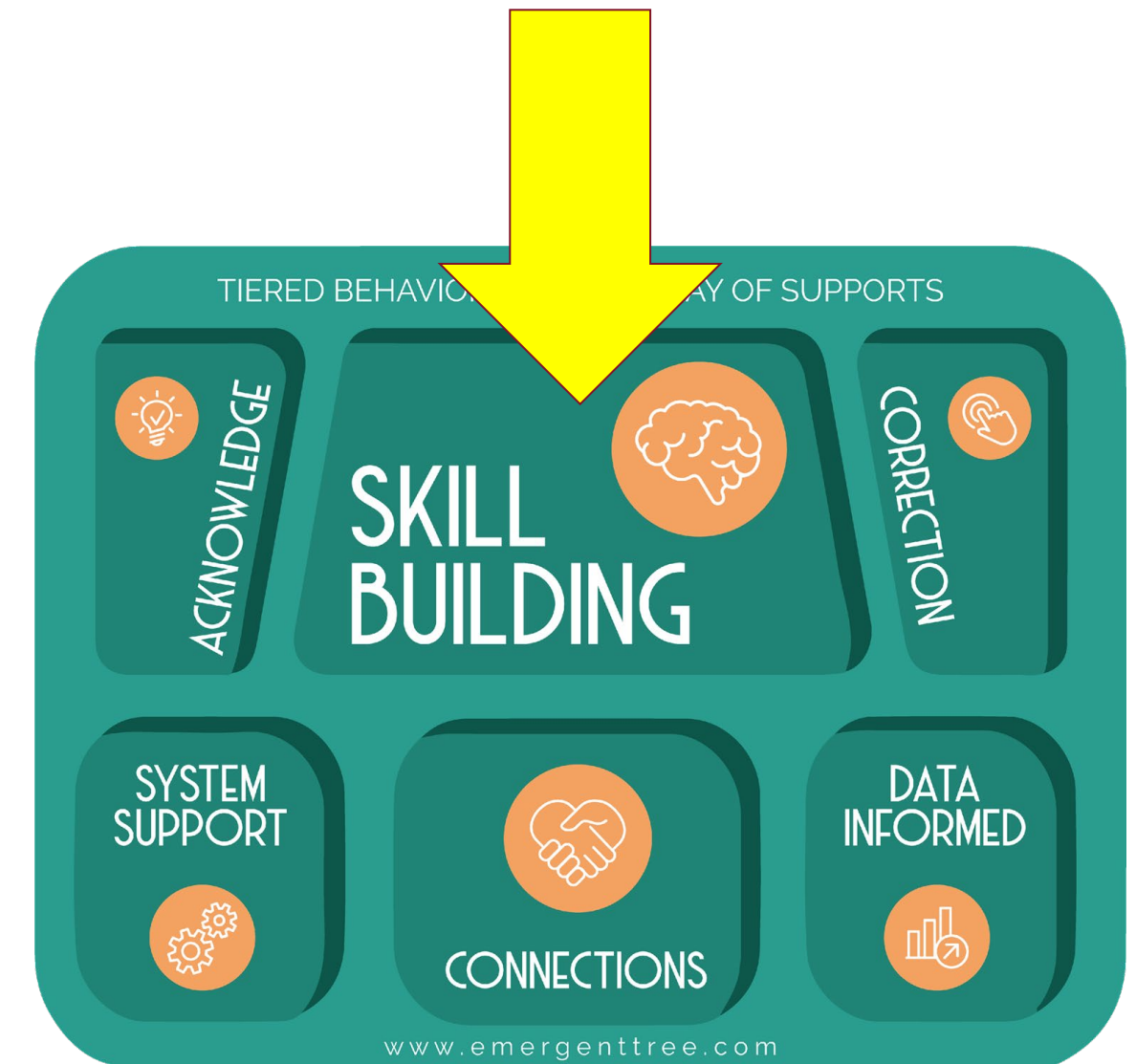
Direct instruction in core values and skills for navigating and succeeding in school and beyond.

Core Values:

Be Safe

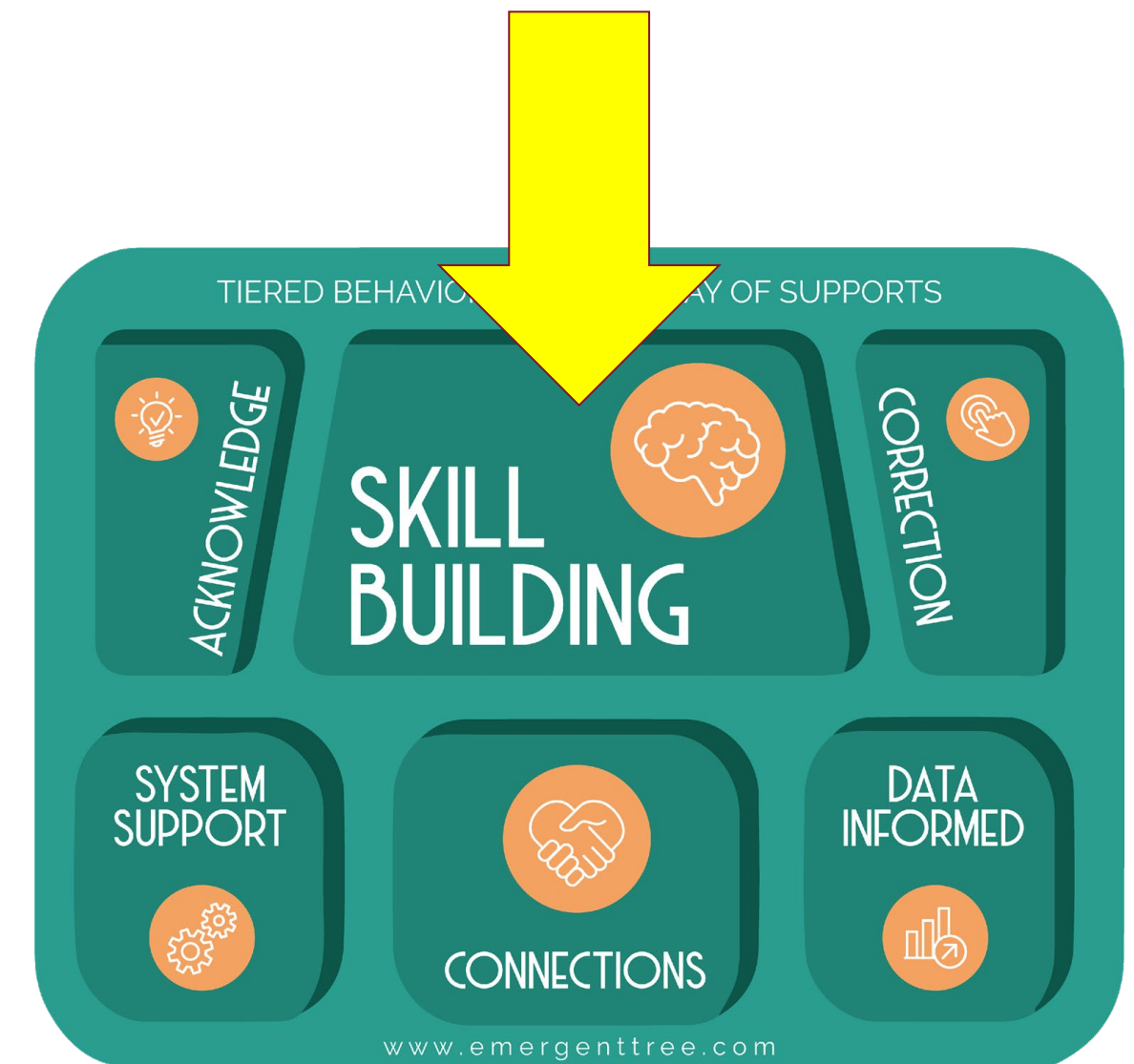
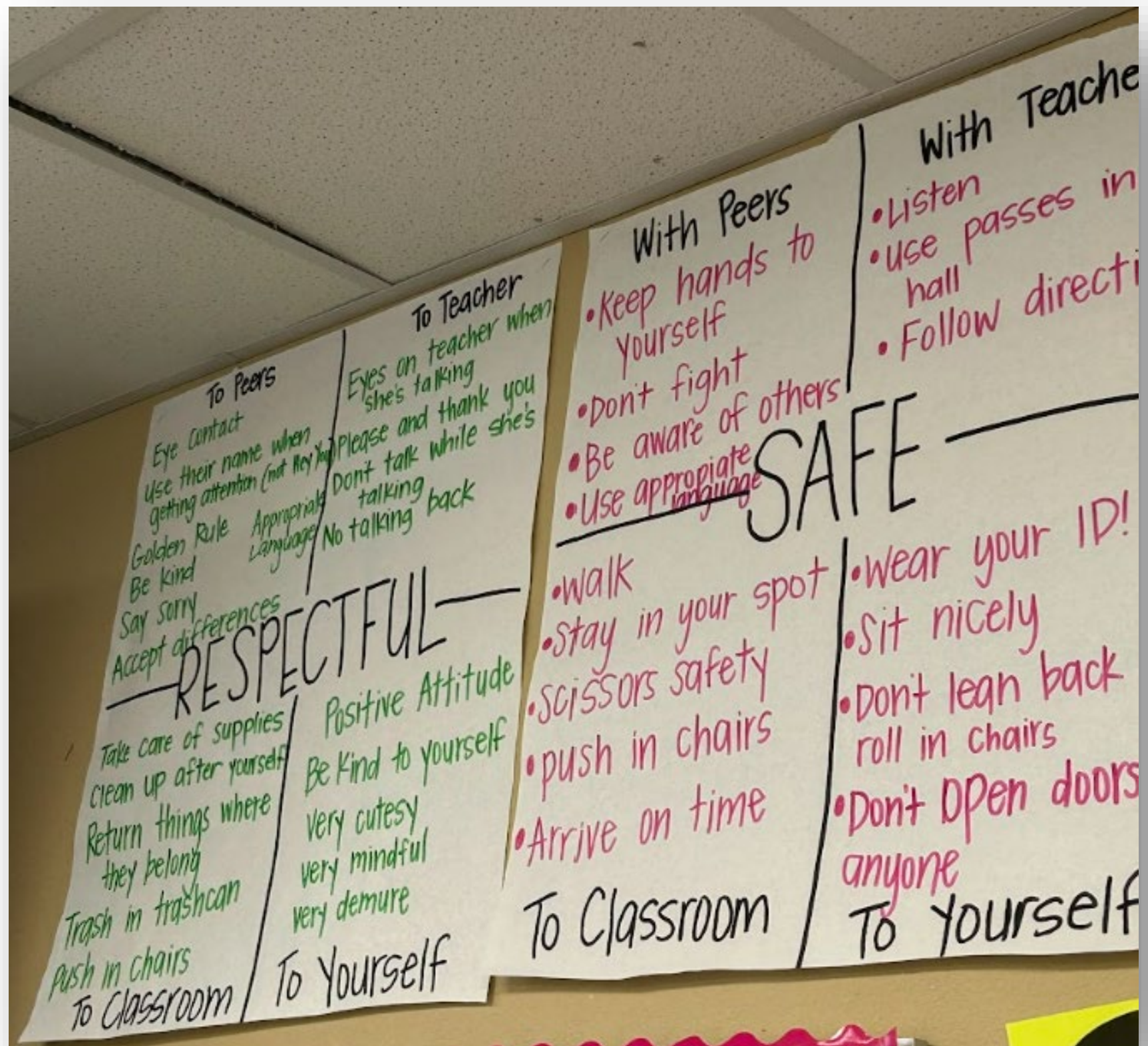
Be Respectful

Be Responsible



Skill Building

Direct instruction in core values and skills for navigating and succeeding in school and beyond.



Skill Building

Direct instruction in core values and skills for navigating and succeeding in school and beyond.

SEVEN HILLS ELEMENTARY

WOLVES

LEAD SELF
Be safe.

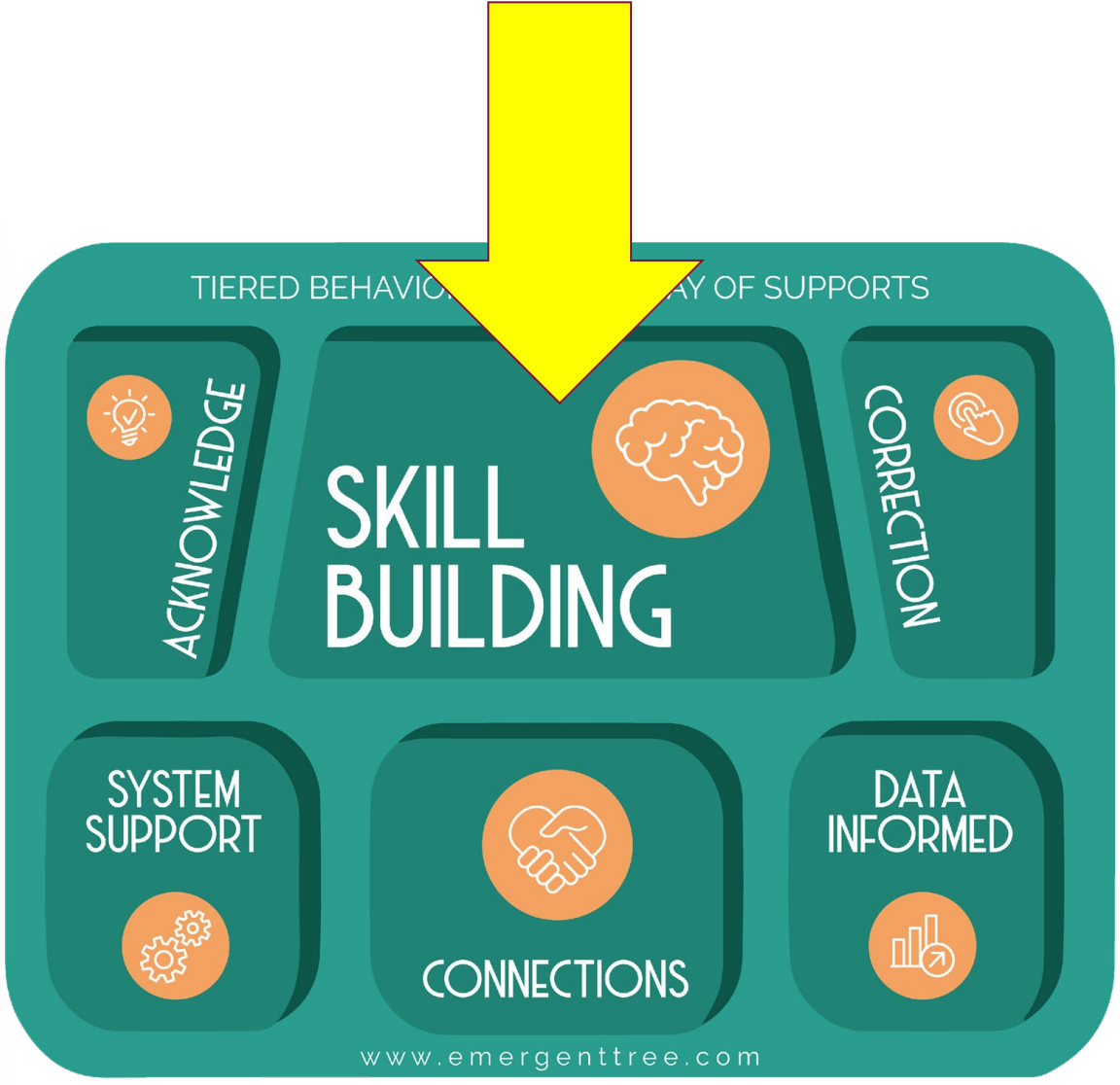
LEAD OTHERS
Be respectful.

LEAD OUR PACK
Be responsible.



We Lead

HALLWAY		
<i>Self</i> BE SAFE	- HANDS BY SIDE - FACING FORWARD	
<i>Others</i> BE RESPECTFUL	- WALK ON THE RIGHT HAND SIDE OF THE STAIRS AND HALLS - VOICE LEVEL 0	
<i>Pack</i> BE RESPONSIBLE	- TREAT WALLS WITH RESPECT - KEEP OUTSIDE DOORS CLOSED - PUT TRASH IN TRASH CANS	



BUS COMMITMENTS

Wolves Will...

Be Safe:

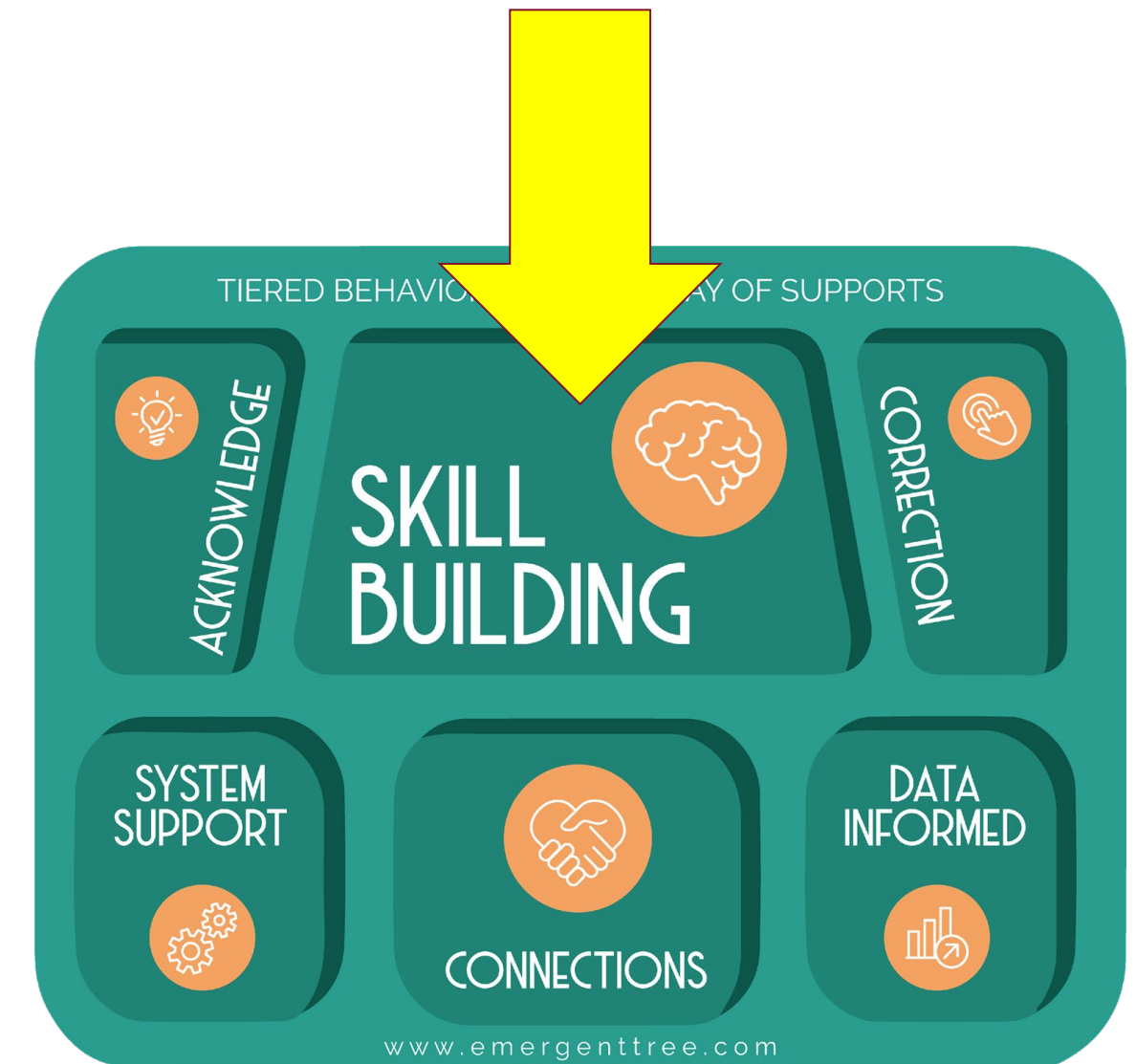
- Keep food & drinks in your backpack
- Stay seated & buckle up
- Keep hands, feet, & objects to self ★

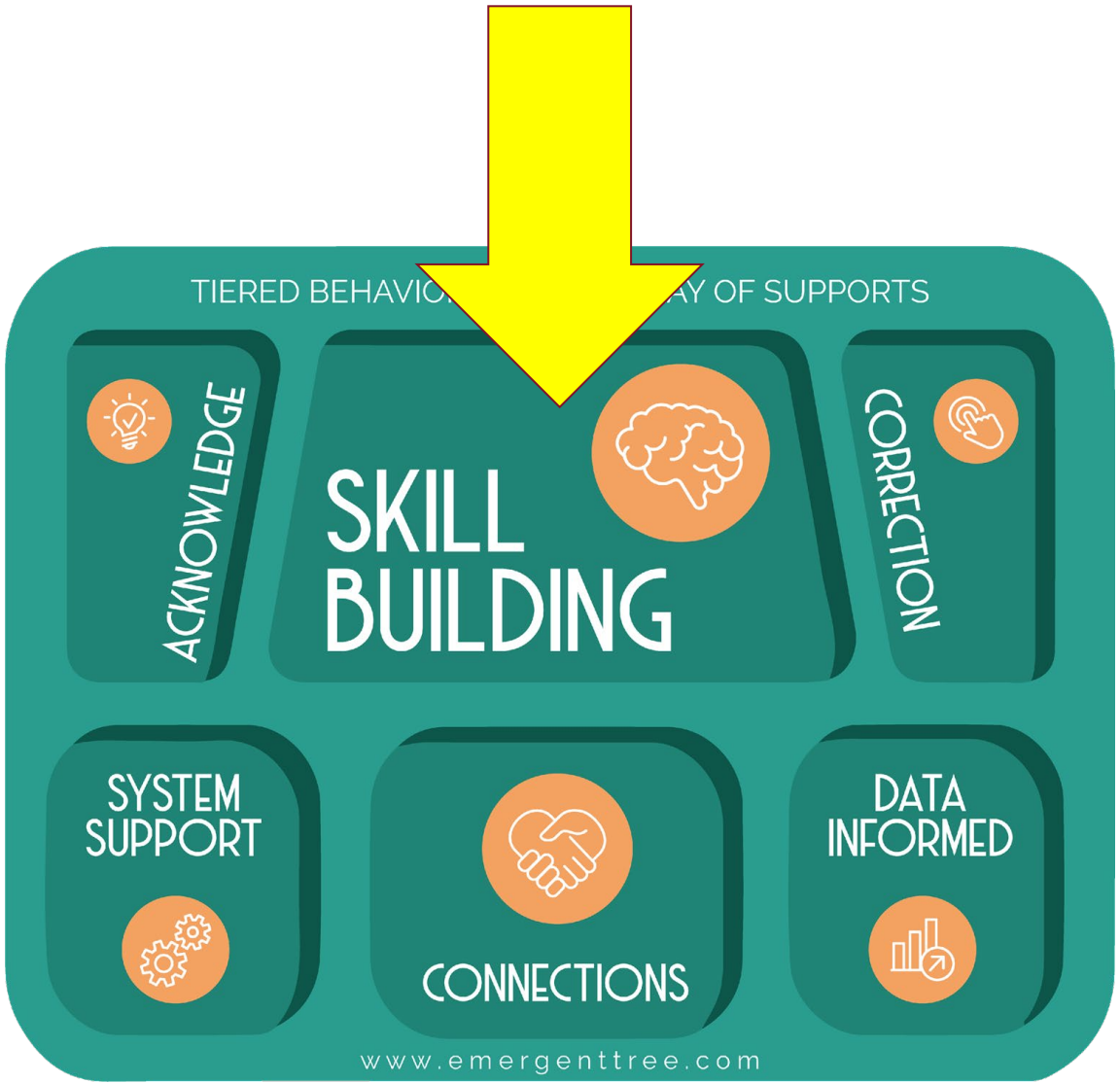
Be Respectful:

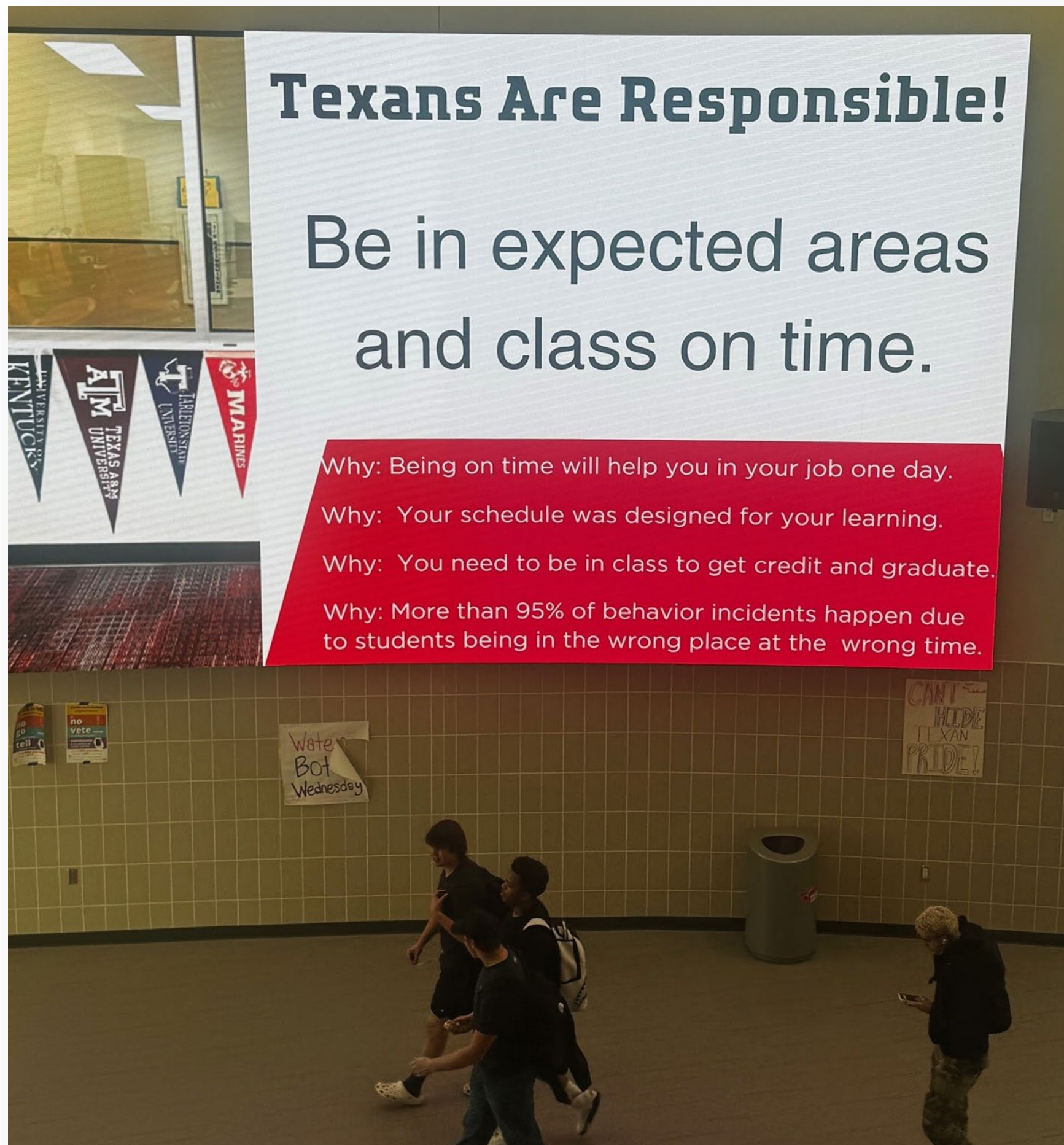
- Appropriate voice level (0 or 1)
- Listen to the driver & follow directions the 1st time
- Be kind

Be Responsible:

- Treat Seats with respect
- Keep food & drinks in your backpack







Texans Are Responsible!

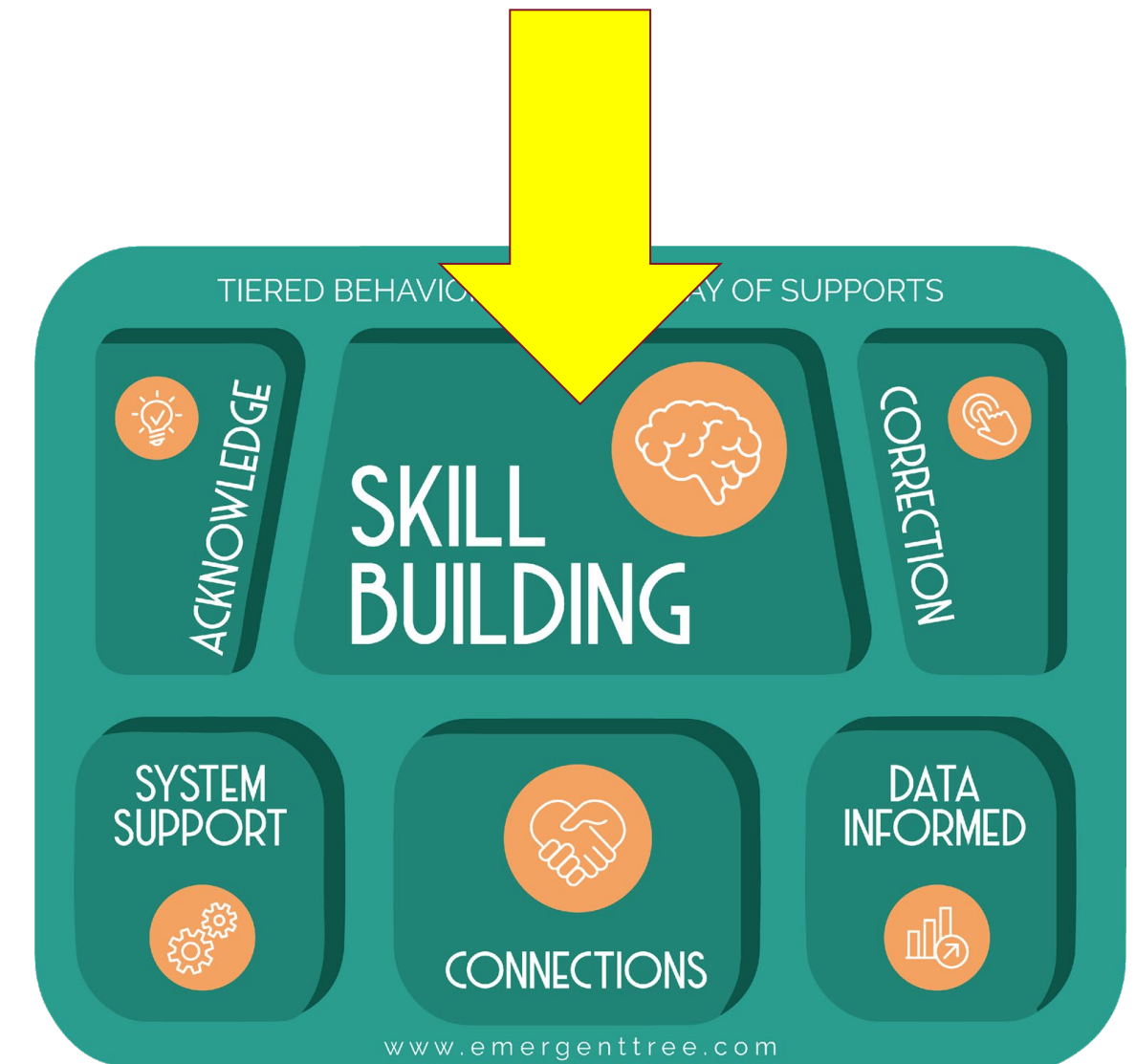
Be in expected areas
and class on time.

Why: Being on time will help you in your job one day.

Why: Your schedule was designed for your learning.

Why: You need to be in class to get credit and graduate.

Why: More than 95% of behavior incidents happen due to students being in the wrong place at the wrong time.



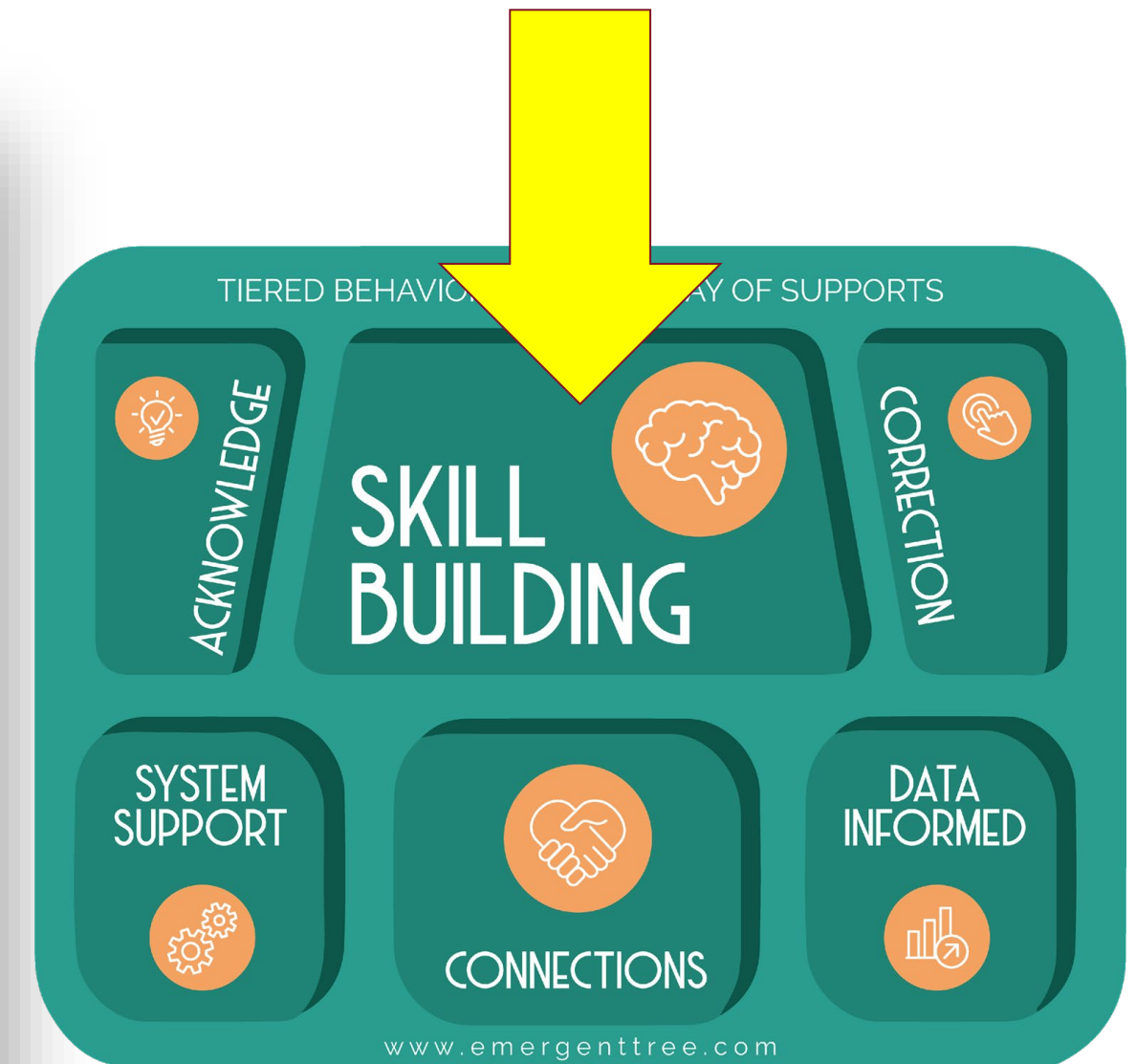


Texans Are Respectful!

Leave a place
cleaner than you
found it.

Why: When you leave a mess, someone else has to clean it, and this makes their day less pleasant.

Why: We all deserve a nice, clean place to work, learn, and live.





Collaboration Area Expectations

Safe:

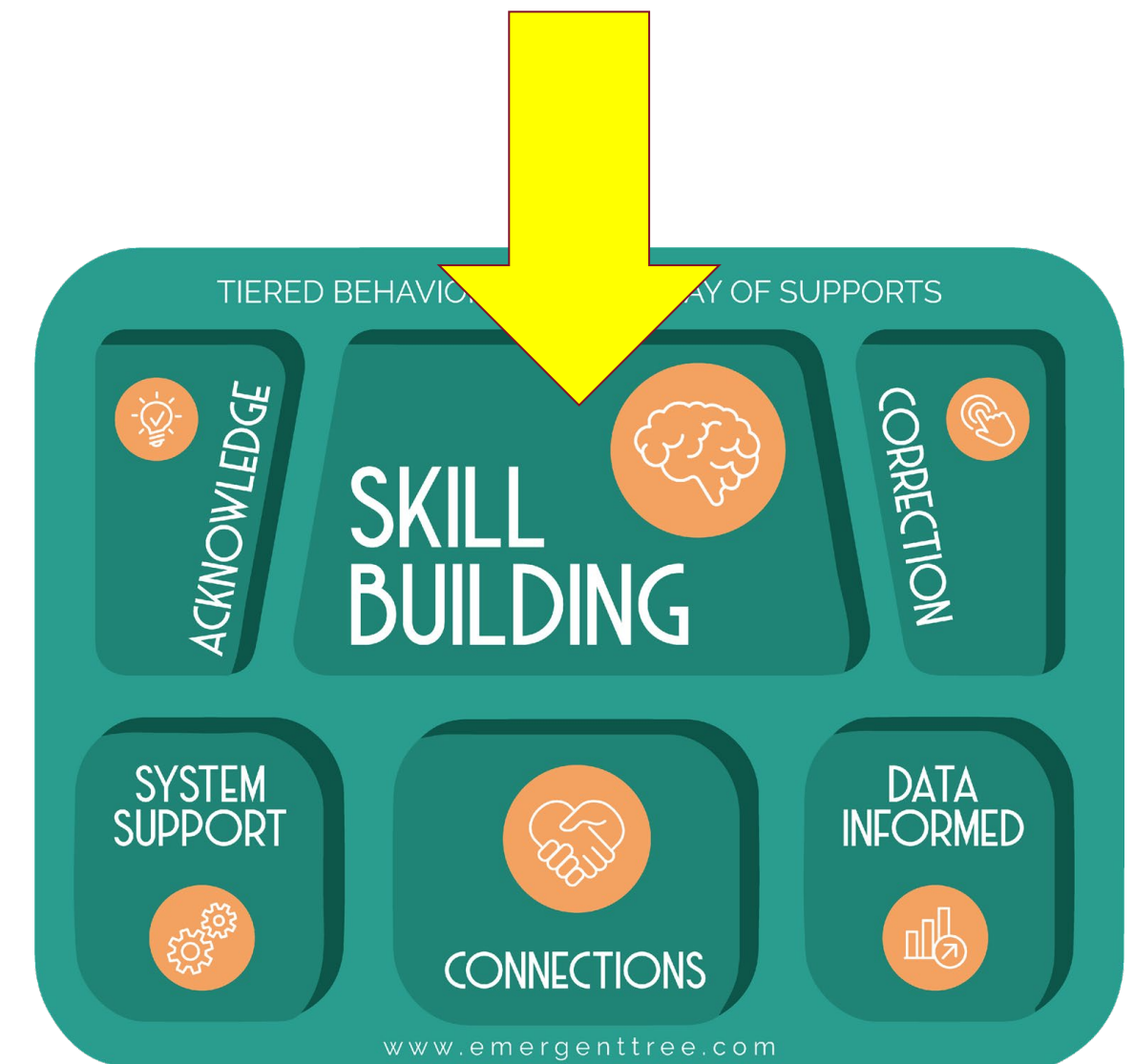
Use furnishings as they are intended.
Keep hands, feet, objects to yourself.
Be within sight of your class/teacher.
Report concerns to a trusted adult.

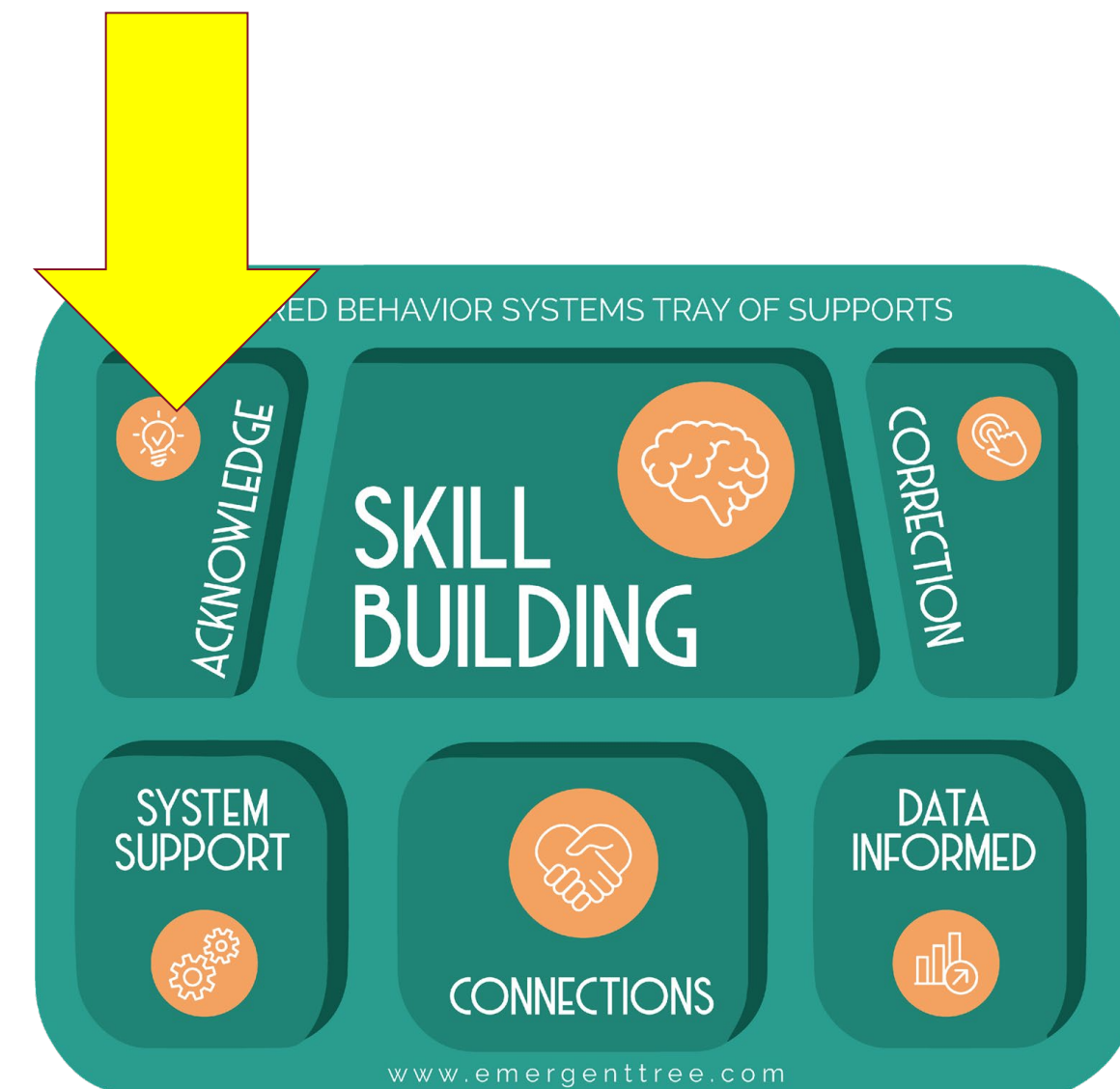
Respectful:

Follow teacher's instructions.
Use conversational tone and school-appropriate language.
Respect all equipment/property.
Treat others with courtesy/respect.

Responsible:

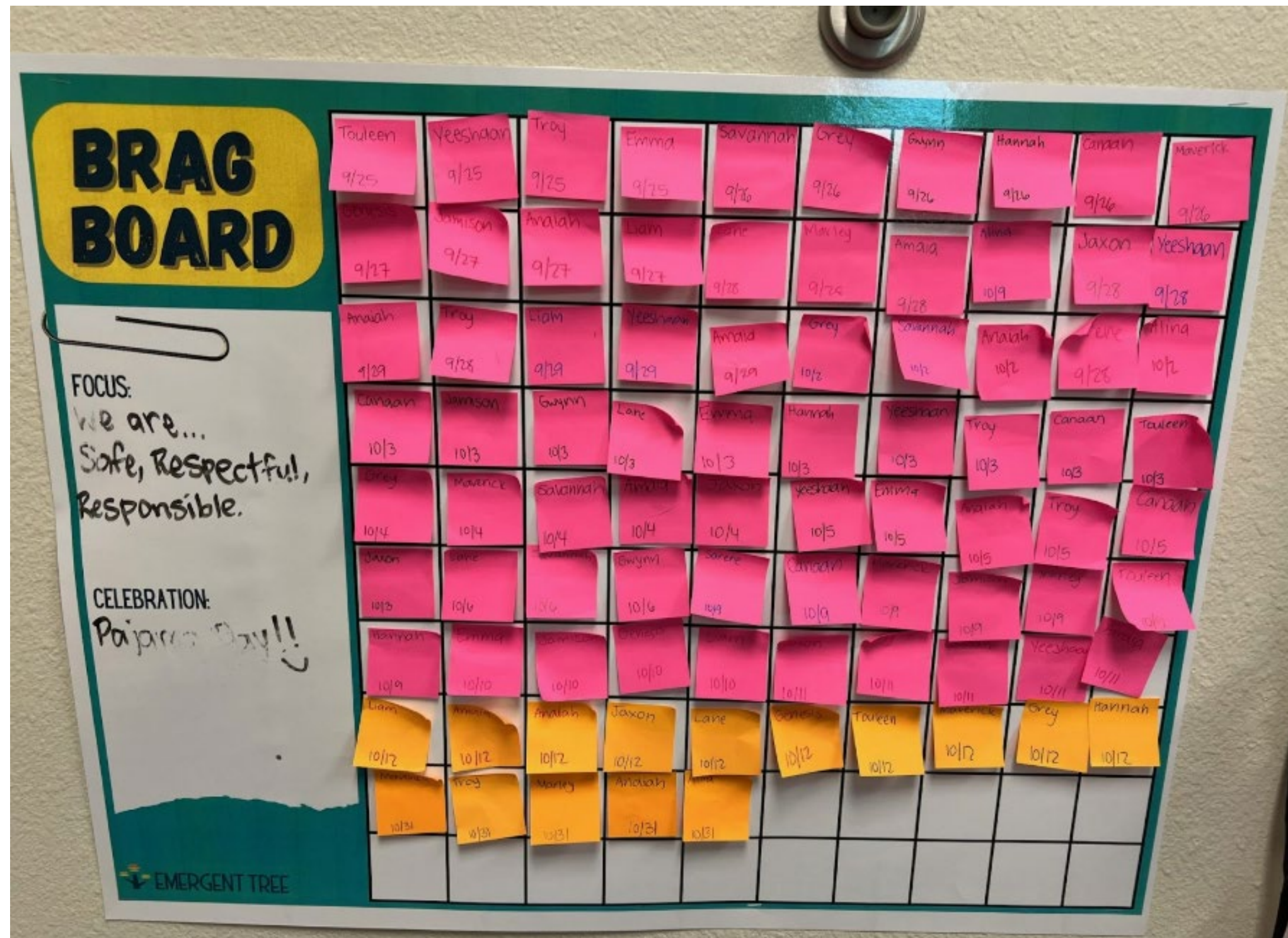
Use this area for learning and study.
Leave areas nicer than you found them.
Clean up after yourself and others.
Be where you are supposed to be.





Acknowledgement

Instructional feedback on the display of core values and behavior expectations.

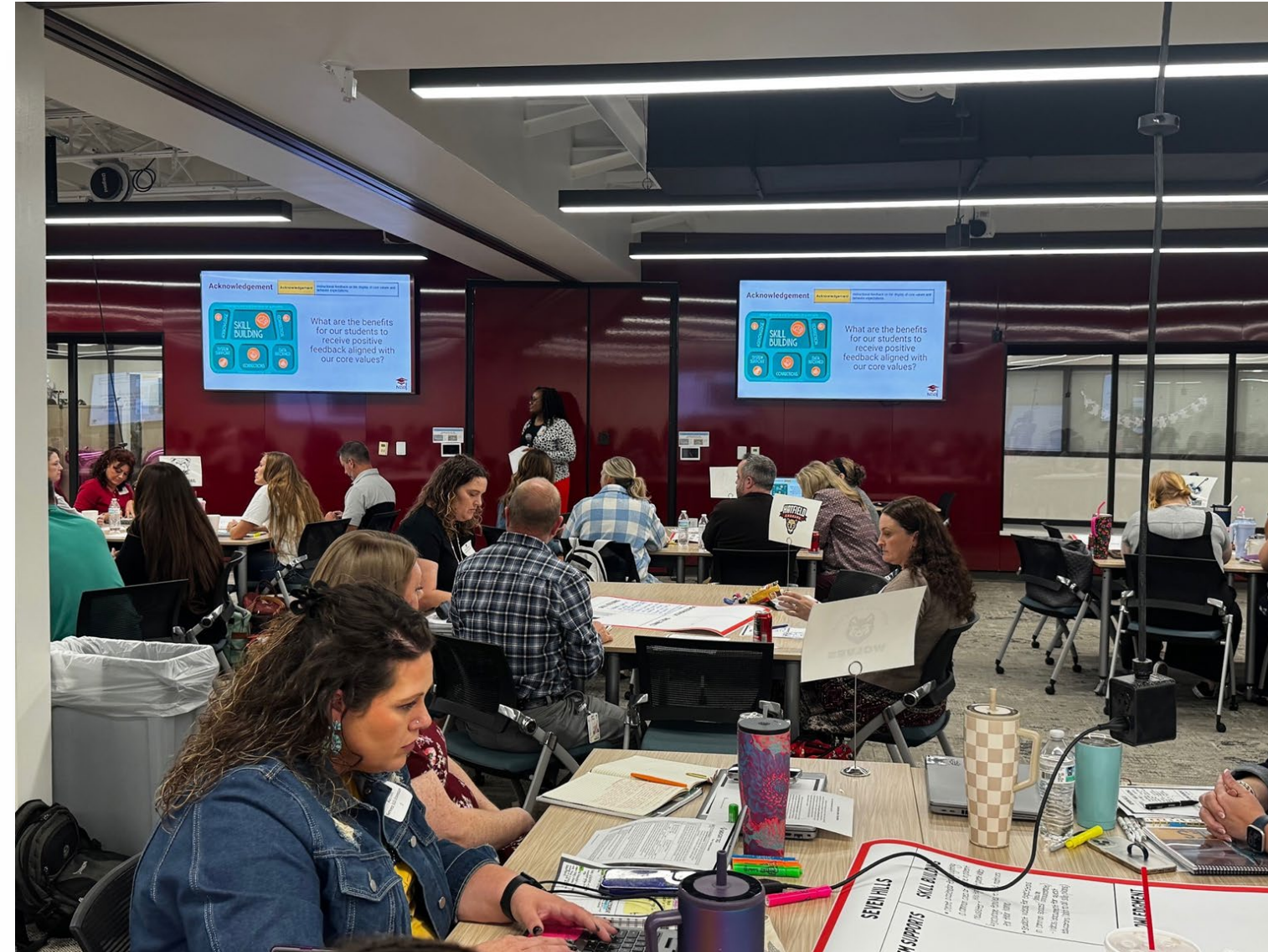
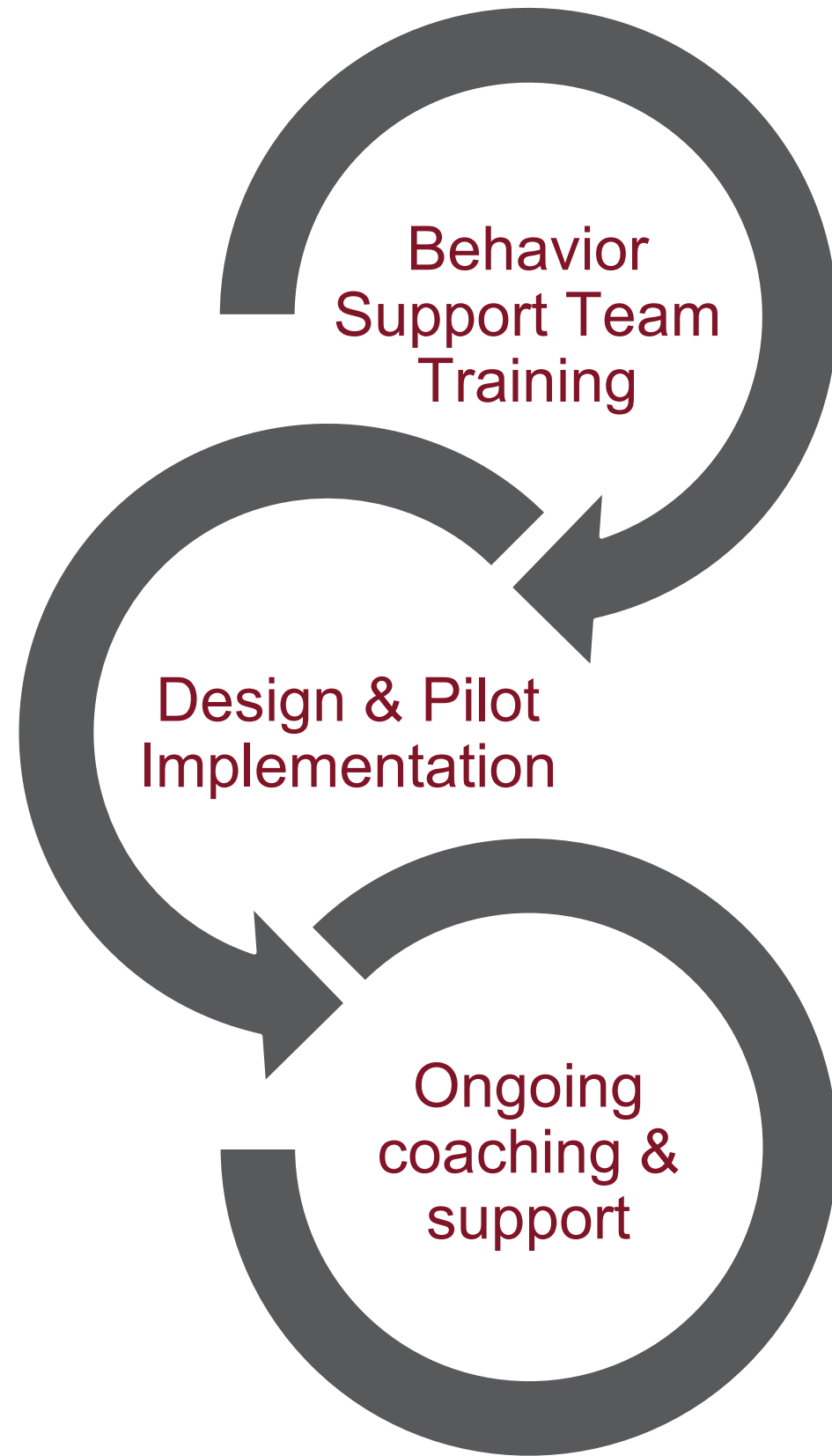


Acknowledgement

Instructional feedback on the display of core values and behavior expectations.



Year One



During each phase:

Assistant Superintendent and Executive Directors were engaged alongside campus teams

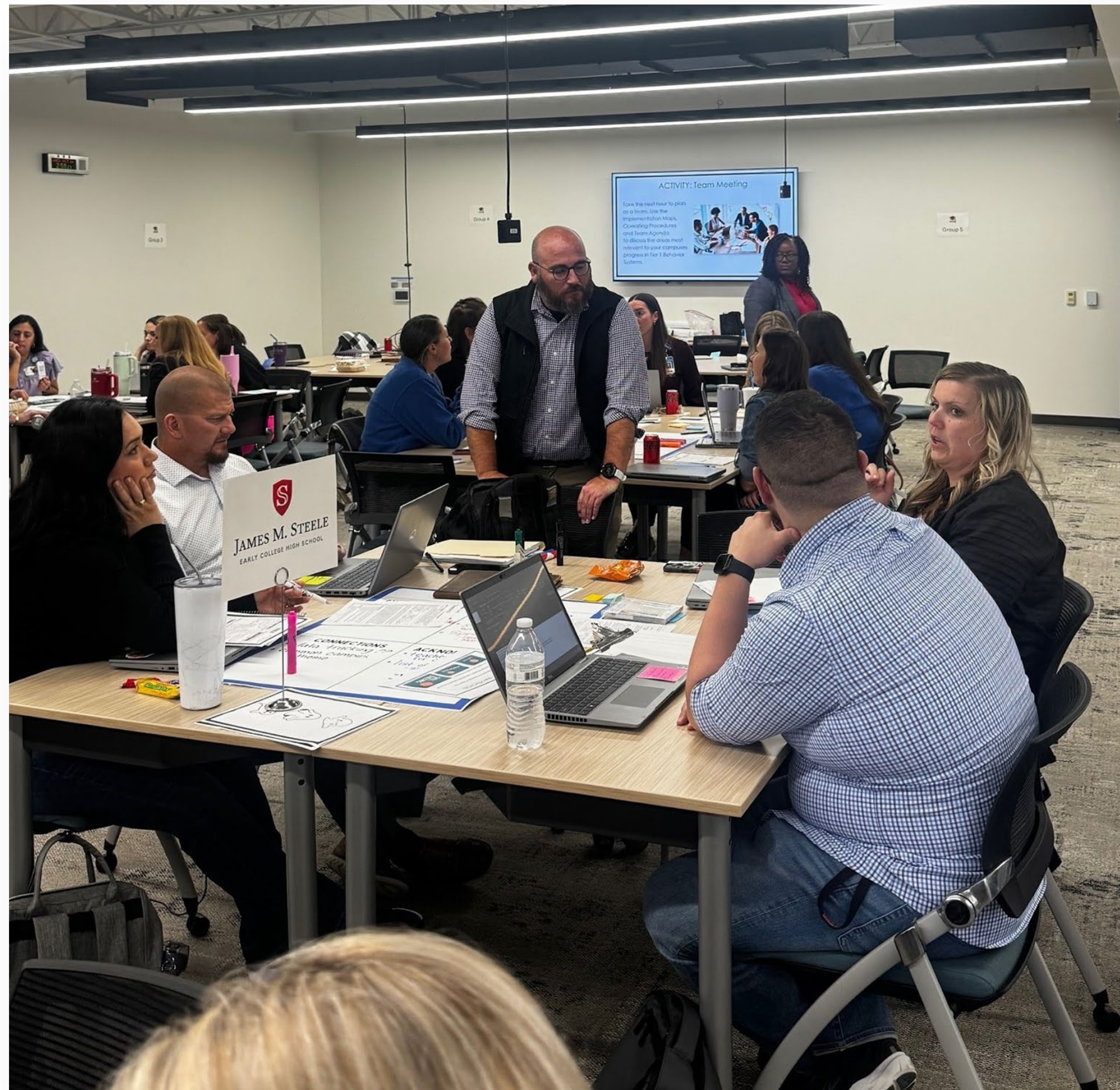
This included Campus Support, Teaching & Learning & Student Support Services

Year Two

Ongoing
coaching &
support

Focus on
District Wide
Alignment

Behavior
Support Team
Training



District Improvement Plan

NISD Strategic Goal 3:

Northwest ISD will foster a safe environment and a culture of engagement that values the voices of all students, staff, families, and community members.

Priority 3.2: Culture

Northwest ISD will model and instill a culture of belonging where all students, staff, families, and community voices are heard and

Strategic Goal 3

Northwest ISD will foster a safe environment and a culture of engagement that values the voices of all students, staff, families, and community members.

NISD PRIORITIES:

Engagement

3.1 Northwest ISD will foster an environment of engagement with every member of our community through collaborative dialogue and partnership opportunities.

Culture

3.2 Northwest ISD will model and instill

Strategy 1: Fully implement a Campus Behavior Support Framework at each school focused on Tier 1 behavior supports for teachers and students, as well as Tier 2 supports at each elementary campus. (C&I - Elementary & Secondary Ed.)

Safety

3.3 Northwest ISD will continuously improve, maintain and communicate systems of support to strengthen the physical and emotional well-being of our students, staff, and community.

Year Two

Measurable Goals and Progress Monitoring

Based on the State of our School, what measurable goals will we establish and how will we monitor our progress throughout the year to keep us moving towards our **True North?**

An Example of Goals and Progress Monitoring can be found [here](#).



Measurable goals for Each Strategic Goal

How and when we will monitor and track our progress throughout the year

Strategic Goal 3

**Note: Our 'Culture Code' outlined on page 1 will also support Strategic Goal 3*

■ Behavior Support Framework:

■

■ (Other if needed)

■

Strategic Goal 2

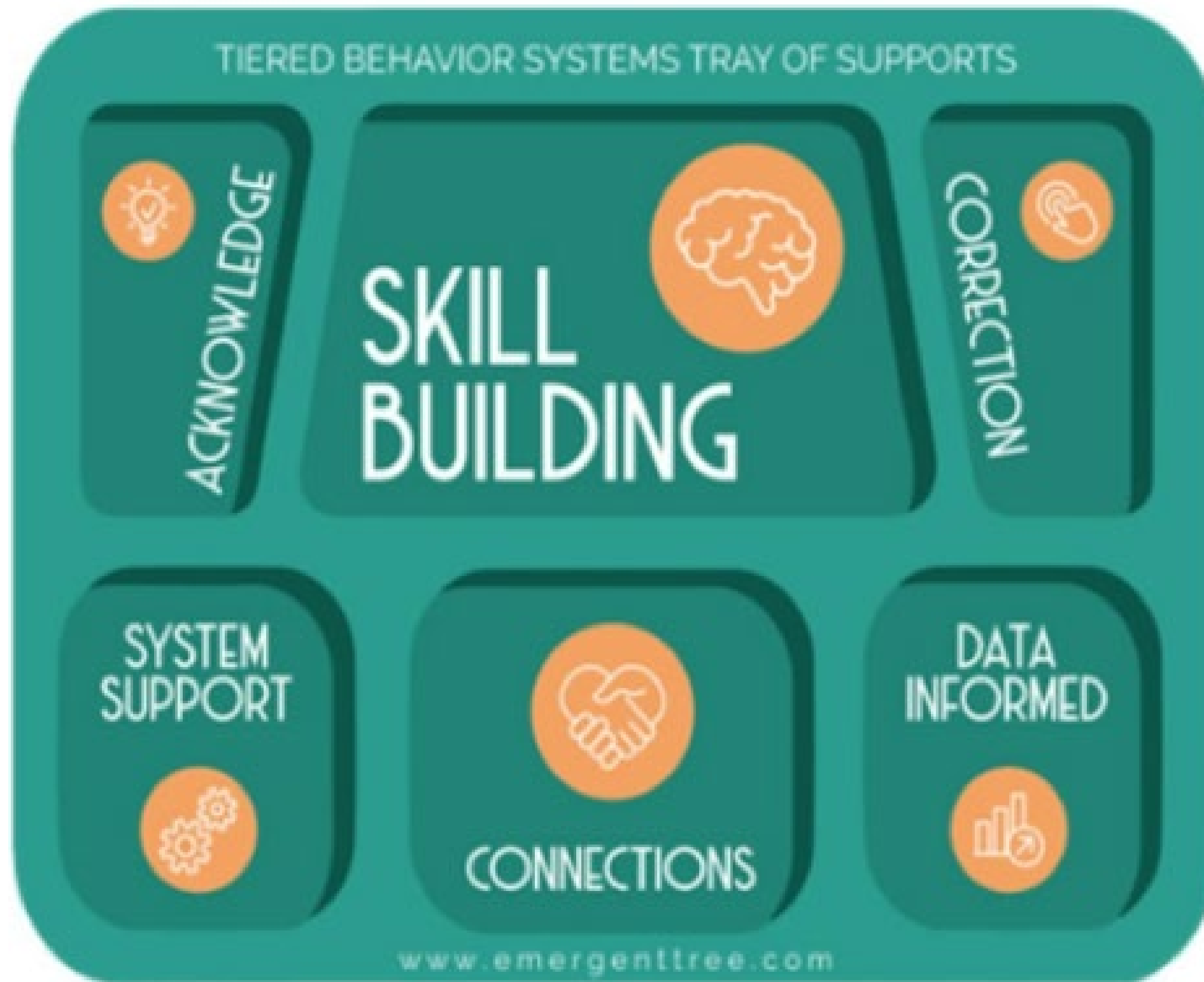
**Note: Our 'Culture Code' outlined on page 1 will also support Strategic Goal 2*

■ PLCs:

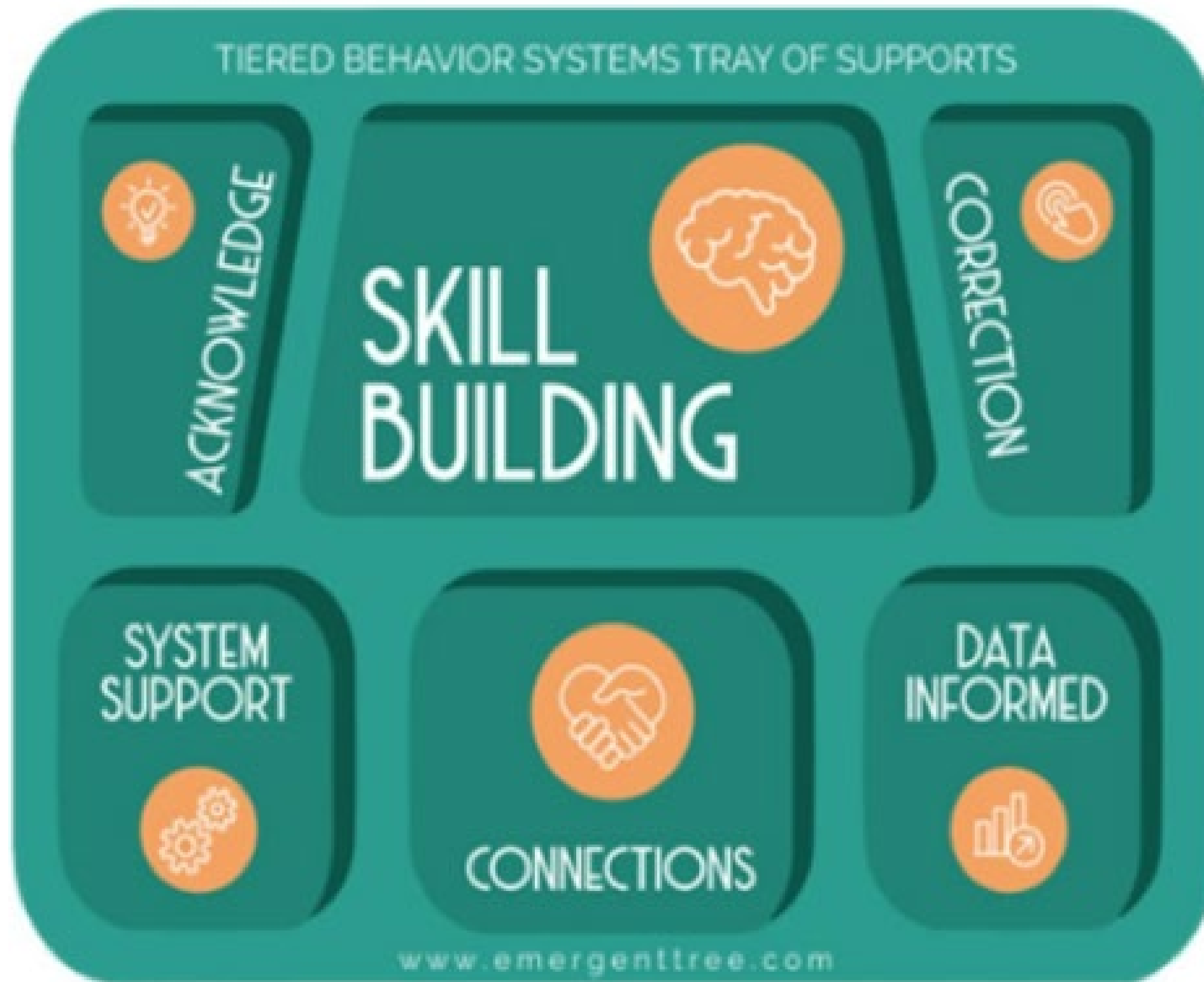
■

■ (Other if needed)

■

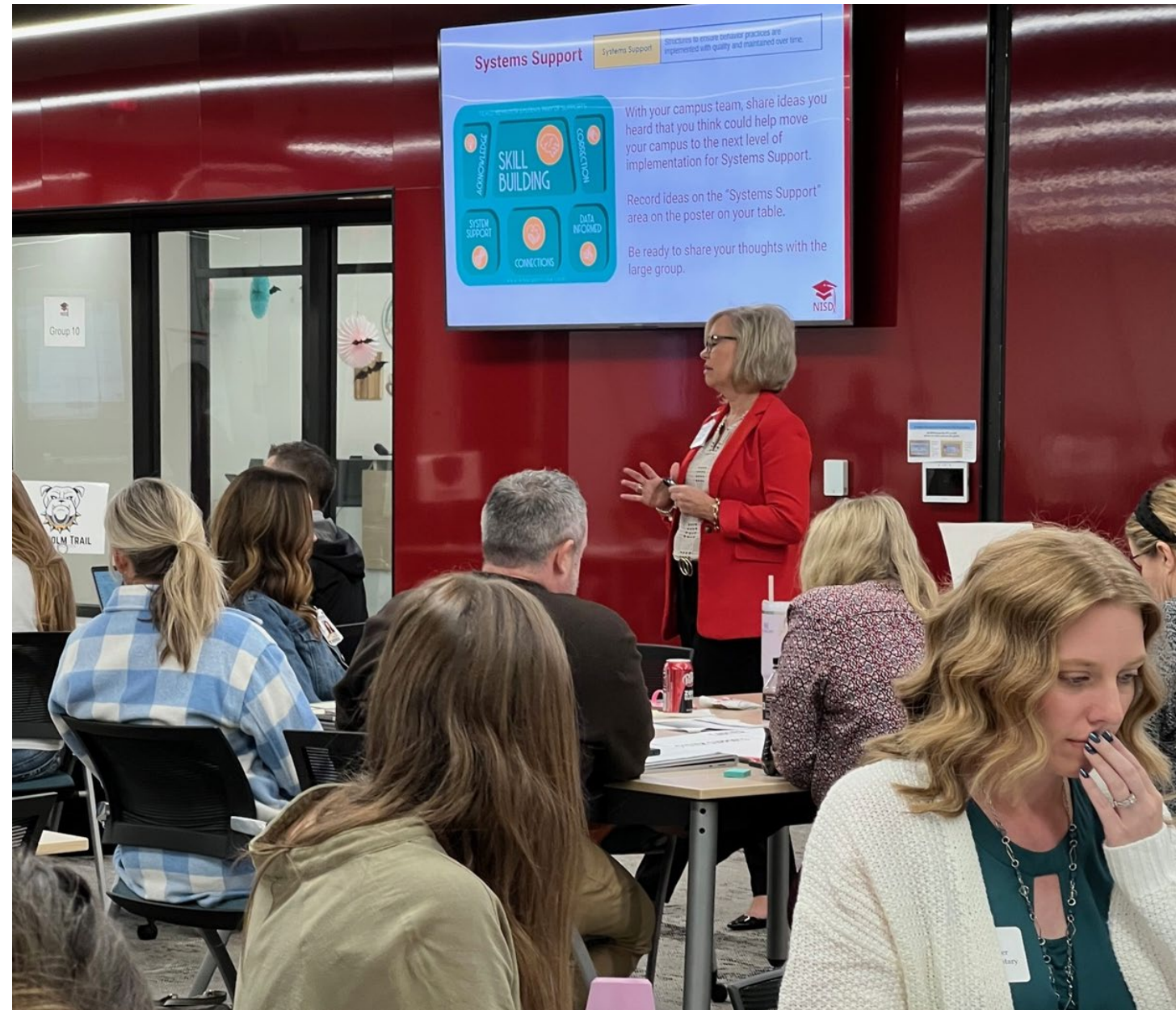
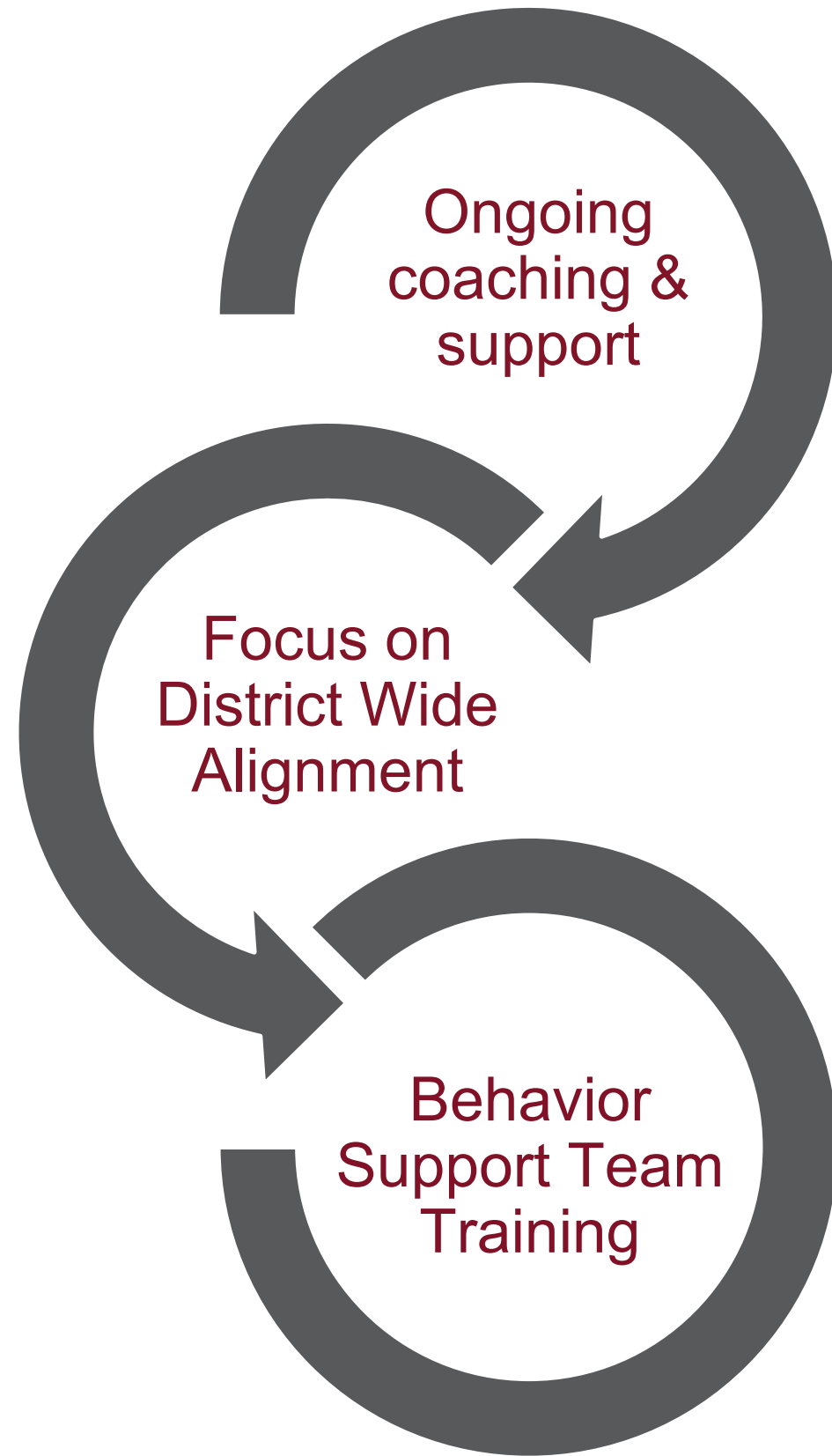


Why is an aligned Behavior Support System important for our district?



What are the benefits for our students to know the campus core values (be safe, respectful, responsible) and what these values look like throughout our school through Skill Building?

Year Two

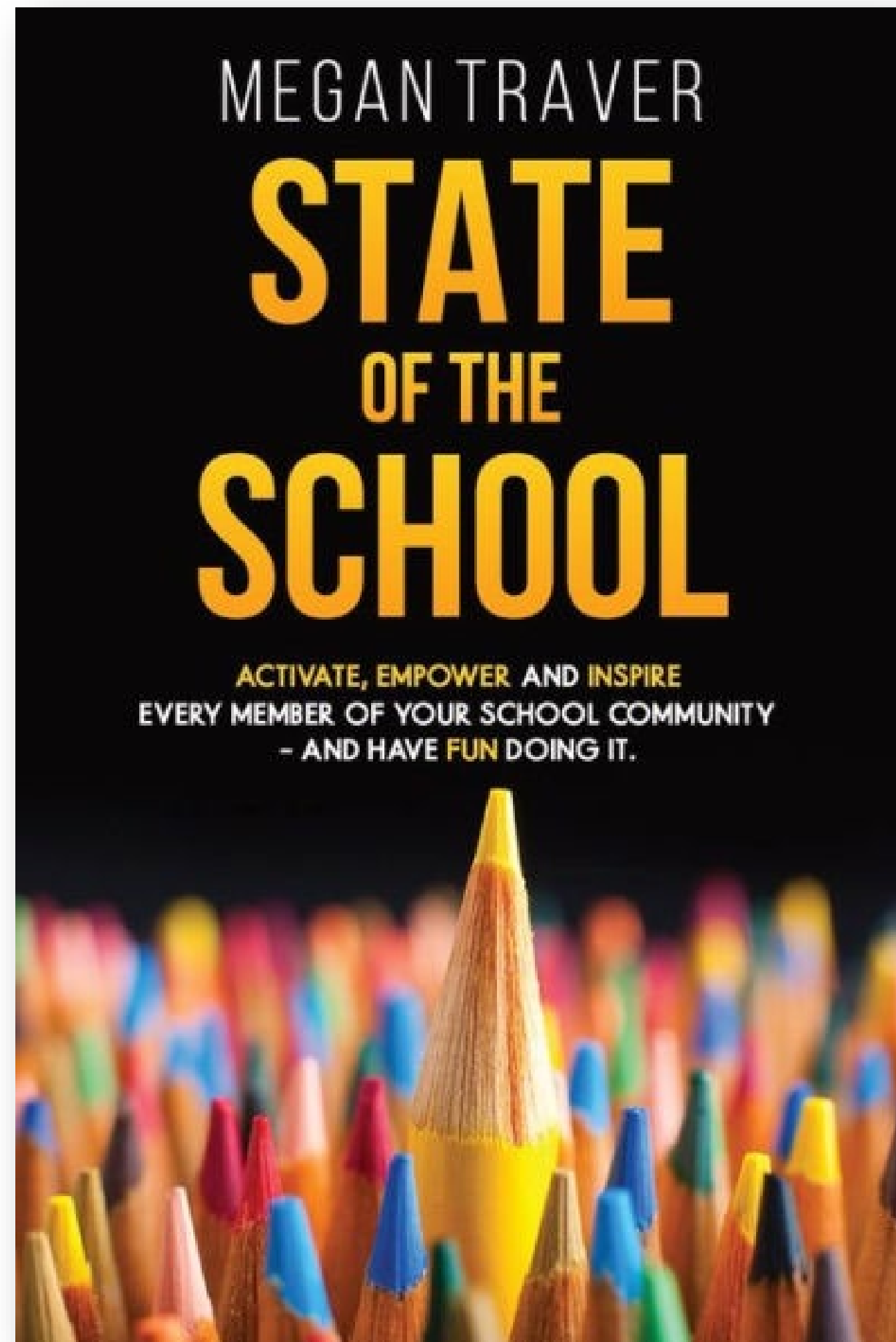


During each phase:

Assistant Superintendent and Executive Directors modeled strategies at principal meetings.

This included focused discussions during principal meetings and on campus visits to provide guidance and support.

Evidence of Impact



Big Wins and Moments of “We’re on a Roll”

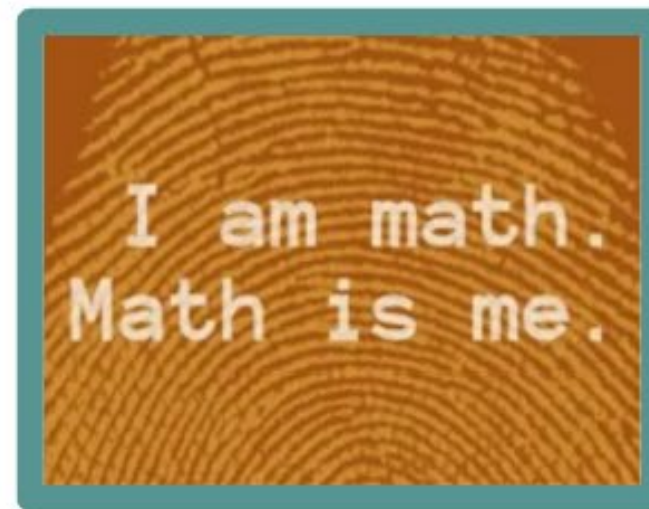
01



JOURNALS

- *ALL students have a Math journal
- *Finding importance of keeping up with journal
- *Unit tabs, note-taking, examples, writing, grade reflection

02



SENSE OF BELONGING

- *Willing to do the work to improve
- *Negative behaviors have decreased
- *Asking for help
- *Respectful atmosphere in classrooms
- *Classroom engagement
- *Productive teacher PLCs

03



ACADEMIC PROGRESS

- *6th/6th Comp/Algebra I consistently scoring close to top or at top in the district
- *7th grade scores are UP
- *GT classes are performing at the top
- *Work ethic is translating to test grades
- *Growth on iReady

Big Wins and Moments of “We’re on a Roll”

01



Behavior Framework

The rituals and routines used in Fine Arts classrooms are creating environments and space where ALL students can and ARE succeeding!

02



Sense of Belonging

Everyone in the department has successful showcased our students! Veterans Day! Theater Show! Elementary Winter Tours! Concerts! Region/District Auditions!

03



Recruit & Retain

The extra half time positions that were added to our department have increased student learning and success!

Evidence of Impact

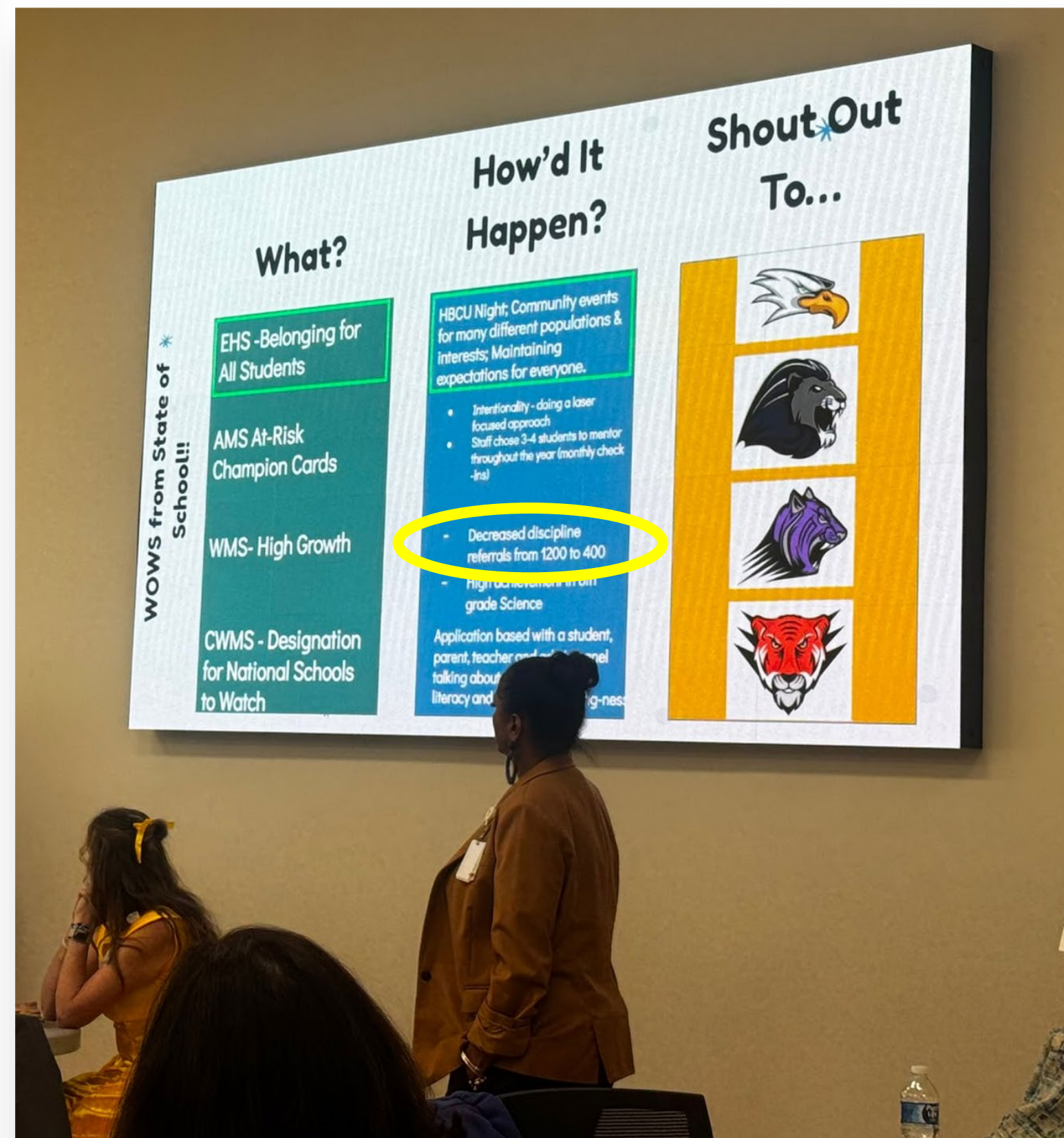
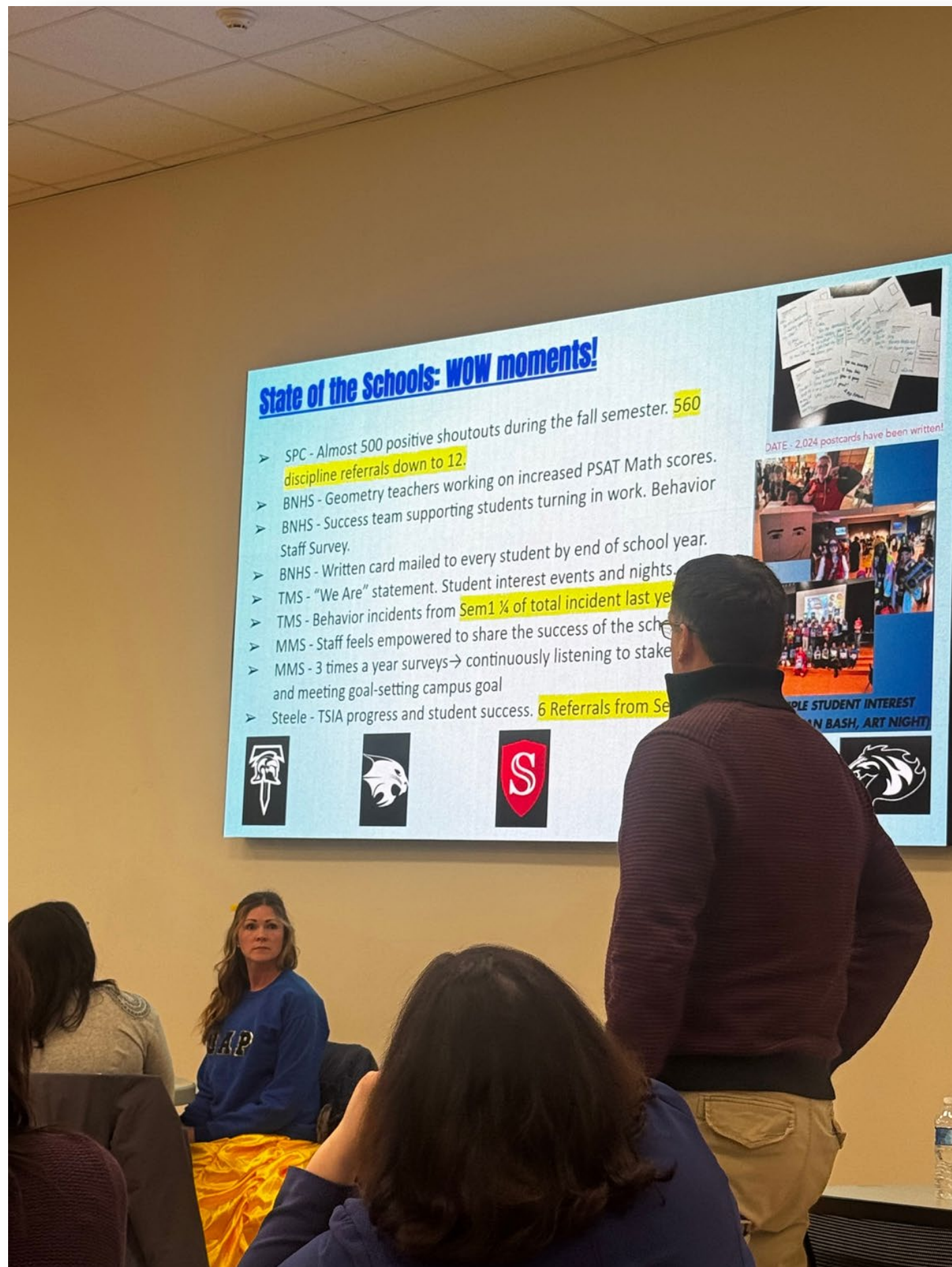
I would just like to give you a peek into my classroom and let you know how the behavior framework feedback board is working for us. I must admit, I did not think it would work in our class. We are a very busy class and we are addressing behaviors all day. I felt this was one more thing to be added to our already busy plates for myself and my paras. I was wrong. This is a huge reinforcer for most of our students. They are verbally praised for being safe, responsible and respectful both in our classroom and throughout the school and they are even watching us to make sure that their name goes on the feedback board. We have already been able to have 2

...this is helping us, as teachers and paras
a bit more mindful of recognizing the positive
behaviors fast of our students daily

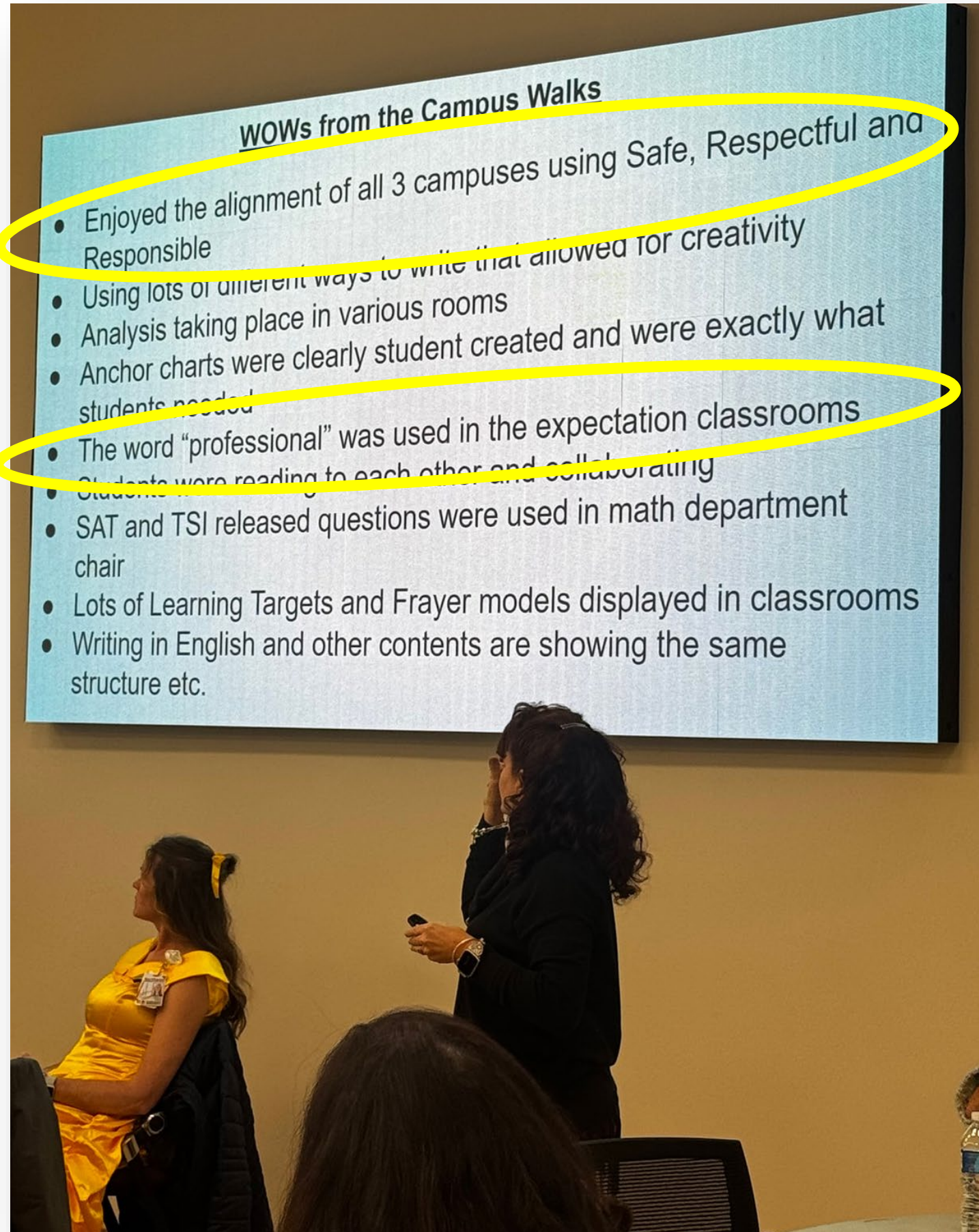
done such a great job getting us organized and motivated as this is being implemented district-wide. Thank you for your part in this!



Evidence of Impact



Evidence of Impact



Evidence of Impact





2023-24

District
Overview

34 campuses
30,736 Students

At-Risk
35.4%

Economic
Disadvantage
27.4%

2024-25

District
Overview

35 campuses
32, 257 Students

At-Risk
40.2%

Economic
Disadvantage
27.9%

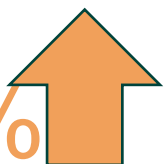
5%

Enrollment



11%

At-Risk



Discipline Data

2023-24 (S1)

1243 Placements
=
721,140 Mins
1717 Days of missed

In-School
Suspension (ISS)

2024-25 (S1)

1107 Placements

Students regained **543**
days of instruction in the
fall semester.

551,800 Mins
1240 Days of missed
instruction

11%
OSS Placements



497 Placements
=
443,220 Mins
996 Days of missed
instruction

STRATEGIC GOALS 2023-2028



Our Core Beliefs

- 1 Kids come first.
- 2 Continuous learning is essential to prepare for college and career opportunities.
- 3 Each student's success is the shared responsibility of students, families, schools, and communities.
- 4 Learning is influenced by environment.

Our Vision

Northwest ISD empowers learners to positively impact the world.

Our Mission

Northwest ISD, in collaboration with families, communities, and government, engage in a culture of learning that empowers students to confidently navigate the future.

Strategic Goals

Strategic Goal 1	Strategic Goal 2	Strategic Goal 3
Northwest ISD will provide personalized learning experiences and cultivate the growth and achievement of every student. NISD PRIORITIES: <u>Literacy</u> 1.1 Our students will annually increase literacy proficiency to reach or exceed grade-level standards. <u>Academic Progress</u> 1.2 Our students will achieve individualized academic goals to reach a year's growth or more in all content areas. <u>College, Career, Military & Life Readiness</u> 1.3 Our students will graduate life ready and prepared for success in career, college, or military service.	Northwest ISD will recruit, value, and retain highly effective staff prepared to meet the individual needs of our students and learning community. NISD PRIORITIES: <u>Recruit</u> 2.1 Northwest ISD will have an unwavering commitment to attract and welcome high-quality staff. <u>Value</u> 2.2 Northwest ISD will invest in all staff through a culture of support, development, and empowerment to make a positive impact on the learning community. <u>Retain</u> 2.3 Northwest ISD will retain highly effective staff through meaningful relationships, ongoing support, and professional growth opportunities.	Northwest ISD will foster a safe environment and a culture of engagement that values the voices of all students, staff, families, and community members. NISD PRIORITIES: <u>Engagement</u> 3.1 Northwest ISD will foster an environment of engagement with every member of our community through collaborative dialogue and partnership opportunities. <u>Culture</u> 3.2 Northwest ISD will model and instill a culture of belonging where all students, staff, families, and community voices are heard and valued. <u>Safety</u> 3.3 Northwest ISD will continuously improve, maintain and communicate systems of support to strengthen the physical and emotional well-being of our students, staff, and community.

Strategic Goal 3

Northwest ISD will foster a safe environment and a culture of engagement that values the voices of all students, staff, families, and community members.

NISD PRIORITIES:

Engagement

3.1 Northwest ISD will foster an environment of engagement with every member of our community through collaborative dialogue and partnership opportunities.

Culture

3.2 Northwest ISD will model and instill a culture of belonging where all students, staff, families, and community voices are heard and valued.

Safety

3.3 Northwest ISD will continuously improve, maintain and communicate systems of support to strengthen the physical and emotional well-being of our students, staff, and community.

What can your organization do to impact behavior?

- Make space to talk about **beliefs**.
- Focus on **leading indicators** to drive decisions.
- Create **systems** not suggestions (common standard of practice).
- Learn the **Science of Behavior** and its application in schools.





Dr. Michael Griffin
Assistant Superintendent for C&I
mgriffin@nisdtx.org

Dr. Stephanie Espinosa
Executive Director for Teaching & Learning
sespinosa@nisdtx.org

Ms. Micah Gierkey
Executive Director for Student Support Services
mgierkey@nisdtx.org

