

**Northwest Independent School District**

**Leo Adams Middle School**

**2021-2022 Campus Improvement Plan**



# 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.

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# Comprehensive Needs Assessment

## Needs Assessment Overview

For the 2021-22 school year our needs continue to revolve around our response to student achievement and performance while navigating a global pandemic, with an increased focus on literacy. Our campus continues to see an increase in enrollment, along with the challenges of budget constraints and concerns for new health and safety protocols that are necessary in order to keep our students and staff safe. Being the most diverse middle school campus in the district, we are afforded the opportunity to cultivate a culture of high expectations in providing an optimal middle school experience for our students, staff, families, and community. Our student population is diverse, not only by ethnicities, also in learning needs and interests as noted by our subpopulations (GT, At-Risk, SpEd, 504, ESL, and EcoDis). While not solely defined by labels of our subpops, our campus goals and strategies are designed to best empower our students as learners and leaders in an everchanging landscape of educational opportunities, services, and experiences that will benefit each student in attaining a year or more academic growth in all classes and programs and reading on or above grade level. The size of our campus is an overwhelmingly exciting opportunity for us to have the greatest influence on the middle school population within NISD. A challenge that will take the entire NISD village banding together to meet the needs of every child by executing laser focused social-emotional, academic growth, and campus improvement strategies that will be evident in the outcomes in achievement/progress of each child and through notable progress in all state, district, and community standards.

# Demographics

## Demographics Summary

1330 students

Asian: 6.96%

Afr. Am.: 15.93%

Am. In.: 0.60%

Hispanic: 26.78%

Pac. Is.: 0.37%

2 More: 1.57%

White: 47.79%

## Programs

- 18% Economically Disadvantaged
- 13% receive Special Education services
- 5% English Learners (LEP)
- 13% have a 504 Plan
- 11% GT
- 29% At-Risk
- 59% enrolled in 1 CTE

## Location

- North Fort Worth communities
- 4 feeder elementary campuses - Schluter, Nance, Curtis, and Seven Hills

## Demographics Strengths

- Most sought after middle school campus in NISD
- Most ethnically diverse middle school campus in NISD
- Most Native Languages Spoken across all middle school campuses (17 Native Languages)
- Hottest growth area in the district, with families moving from all parts of the country to NISD

### **Problem Statements Identifying Demographics Needs**

**Problem Statement 1:** We have lacked systems and processes to promote academic focus due to the diverse needs within our campus. **Root Cause:** We have not established ample time for planning processes and to monitor the effectiveness of targeted strategies through evaluation and follow up.

# Student Learning

## Student Learning Summary

### Reading

#### Grade 6

- Approaches 79%
- Meets 44%
- Masters 21%

#### Grade 7

- Approaches 85%
- Meets 61%
- Masters 38%

#### Grade 8

- Approaches 89%
- Meets 67%
- Masters 35%

### Math

#### Grade 6

- Approaches 87%
- Meets 57%
- Masters 26%

#### Grade 7

- Approaches 67%
- Meets 21%
- Masters 3%

#### Grade 8

- Approaches 87%
- Meets 56%
- Masters 13%

### **Student Learning Strengths**

- Overall, 88% student achievement for all grades and all tests
- Strong mastery levels in reading for grades 6-8

### **Problem Statements Identifying Student Learning Needs**

**Problem Statement 1:** We have accepted passing as the standard rather than mastery of content. **Root Cause:** We have a sympathetic vs. empathetic attitude towards our students.



# School Processes & Programs

## School Processes & Programs Summary

- 28 new staff members
- Mentor/buddy teachers for new staff
- Department Weekly PLCs
- Instructional Leadership Team Weekly PLC
- Grade Level Team Leaders- Team Meetings, Planning, Celebrations
- First day grade level meetings and staff-created lessons to teach procedures and routines
- Athletics, fine arts, clubs (STEAM, engineering, theater)

## School Processes & Programs Strengths

- Vertical content alignment possible with core PLC period
- Grade Level Team Leaders for Operational Leadership
- School Within A School Model - Grade Level and Program Administrators
- 4 Guidance Counselors by Alpha to serve students consistently all 3 years
- Student Service Facilitator to align students services and programs with individual and campus needs
- Character Strong Program to Support SEL
- Weekly and Ongoing Administrative Meetings to Support School within a School and Administrative functioning of campus
- Staffing continues to align with programs and needs of the campus

## Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1:** We have not established and oriented all stakeholders on processes and programs that will benefit students academically. **Root Cause:** We have placed blame on parents, community, students without accepting full responsibility of issues happening within our classroom and school.

# Perceptions

## Perceptions Summary

- Parents desire streamlined communication
- New families adjusting to Adams, NISD, and Texas
- For staff address: opportunities for leadership and growth; efficiency, values.

## Perceptions Strengths

- Lots of communication channels for families.
- Well-informed staff and good cooperation.

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1:** We have made excuses for kids and learning based on perceptions of circumstances and the learning losses that may have been caused by the ongoing pandemic. **Root Cause:** We feel powerless and not fully aware of our abilities and capabilities in helping our students succeed among the challenges of teaching and learning during a pandemic.

# Priority Problem Statements

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations

## Student Data: Assessments

- State and federally required assessment information
- (STAAR) current and longitudinal results, including all versions
- STAAR released test questions
- STAAR EL progress measure data
- Student Success Initiative (SSI) data for Grades 5 and 8
- 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 benchmark or common assessments data
- Running Records results

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and progress
- Special programs data, including number of students, academic achievement, discipline, attendance, and progress
- 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
- STEM/STEAM data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

## Student Data: Behavior and Other Indicators

- Student surveys and/or other feedback
- Class size averages by grade and subject

- School safety data

**Employee Data**

- 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
- Communications data
- Budgets/entitlements and expenditures data
- Study of best practices

# Goals





**Goal 1:** Students will achieve success through meaningful learning experiences, innovative pathways, and personalized opportunities.

**Performance Objective 1:** Increase student performance in all content areas and subpopulations with an increased emphasis on literacy to ensure that at least 90% of students are reading on or above grade level and grow 1 or more year in academic progress.

**Evaluation Data Sources:** Lesson plans, Character Strong lessons, Character Strong student recognition programs, CBA/STAAR/MAP/iReady performance, maintain effective advisory structure, and review of grade reports.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Provide tutoring and goal-setting support to meet the requirements of HB4545 for students not meeting performance goals for STAAR and/or MAP assessments. Add/Open additional sections of Literacy and/or Math Labs to provide intervention for closing achievement gaps for all learners who should attain higher growth grades in Math and/or Reading performance. <b>Strategy's Expected Result/Impact:</b> Improved growth measures on STAAR, evidence of significant growth in BOY, MOY, and EOY MAP data. <b>Staff Responsible for Monitoring:</b> Principals, APs, Counselors, Teachers, Staff	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Implement Quarterly Reward Program for acknowledgement of reaching goals and celebrating wins for students and staff through P.A.W. Day (Putting in ALL the Work). Students who are passing all classes, have turned in all assignments, exhibited strong character throughout the quarter, enjoy a day of participating in clubs, activities, and concessions for the last day of the quarter. <b>Strategy's Expected Result/Impact:</b> Minimize/Eliminate "Ms" for missing work each quarter with an increased number of students improving performance each quarter. Failing grade report will decrease each quarter, attendance will increase, and significant behavioral challenges will be minimized as evidence in quarterly discipline data. <b>Staff Responsible for Monitoring:</b> Teachers Administrators Counselors Team Leads Library Media Specialists	Formative			Summative
	Nov	Jan	Mar	May

Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Increase emphasis on lesson planning that includes updating all modes of planning, communication and execution of lessons and activities that focus on literacy will be the foundation of attaining 90% of students reading on or above grade level. Due to high volume of absences as it relates to the ongoing pandemic, all teachers have a "Week at A Glance" on Moodle to assure that all students have access to lessons and what is happening in all their classes. <b>Strategy's Expected Result/Impact:</b> Minimal disruption to learning because of lack of communication of what is happening in class. <b>Staff Responsible for Monitoring:</b> Teachers Administrators Parents Students	Formative			Summative
	Nov	Jan	Mar	May
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Implementing Character Strong Advisory lessons <b>Strategy's Expected Result/Impact:</b> Increased student leadership and goal-setting; alignment to NISD SEL initiative <b>Staff Responsible for Monitoring:</b> Administrators Advisory teachers Librarian Counselors	Formative			Summative
	Nov	Jan	Mar	May
Strategy 5 Details	Reviews			
<b>Strategy 5:</b> Continue adding to classroom libraries for all content areas and reinforce Read On And Relax (ROAR) days for a whole campus specific reading time. <b>Strategy's Expected Result/Impact:</b> Increased reading among all students, improved writing samples, improved CBA/STAAR performance, improved collaboration/dialogue among students <b>Staff Responsible for Monitoring:</b> Principal Librarian Science & SS Teachers Instructional Coaches	Formative			Summative
	Nov	Jan	Mar	May

Strategy 6 Details	Reviews			
<b>Strategy 6:</b> Focus on a book of the month that goes with the Character Strong Focus Calendar. <b>Strategy's Expected Result/Impact:</b> Increase appreciation for reading for pleasure, character development, and personal growth. Further promote and establish Character Strong as primary character development program, while addressing our capacity to develop SEL strategies that are seamless and interwoven in our campus culture. <b>Staff Responsible for Monitoring:</b> Principal, Librarian, Advisory Team Teachers, Counselors	Formative			Summative
	Nov	Jan	Mar	May
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				







**Goal 2:** Northwest ISD will recruit, value, and retain an exceptional staff to create a rewarding learning environment.

**Performance Objective 1:** Create and maintain a culture and climate of a rewarding work environment that impacts the learning environment- where all students are engaged, continuously improving, and showing academic growth.

**Evaluation Data Sources:** Staff climate survey, Decrease annual turnover rate from previous years.





Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Weekly Staff Spotlight in weekly staff newsletter, Deep Kindness Challenges, Staff Recognition, Rewards, Treats, Goodies, Library Teacher Days/Team Building, Staff Games (Caller 10 Wins, Turkey Bingo, Drawings for Staff Perfect Attendance on Fridays), Strong PTSA and Community partnership, Establish Small Groups across the grade level teams by Color (set up the first days back to work for staff). <b>Strategy's Expected Result/Impact:</b> Increase morale, connection, collaboration, and family atmosphere within the largest middle school campus. <b>Staff Responsible for Monitoring:</b> Administrators Counselors ILT Library Media Specialist Front Office Team	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Provide check-ins from administrators, counselors, mentors, team leaders, and department chairs to offer ongoing support to new teachers and new to the campus staff members. <b>Strategy's Expected Result/Impact:</b> Increased opportunities for targeted, purposeful staff development and training based on needs of staff from frequent check-ins. <b>Staff Responsible for Monitoring:</b> Administrators Department Heads Instructional Coaches Dept. Chairs Team Leaders Campus Mentors	Formative			Summative
	Nov	Jan	Mar	May
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> At Adams Middle School, the instructional leadership team will review, provide input in staff surveys increase morale on campus. <b>Strategy's Expected Result/Impact:</b> Increase awareness of morale within department and teams in order to provide targeted support as needed. <b>Staff Responsible for Monitoring:</b> Instructional Leadership Team	Formative			Summative
	Nov	Jan	Mar	May

Strategy 4 Details		Reviews			
<b>Strategy 4:</b> Continue interview committee to review a variety of applicants, seek to mirror staff and student demographics to reflect the diversity of our campus. <b>Strategy's Expected Result/Impact:</b> Decrease turnover, Increase in number of staff members with diverse backgrounds and experiences.		Formative			Summative
		Nov	Jan	Mar	May
<div> <div>  0% No Progress </div> <div>  100% Accomplished </div> <div>  Continue/Modify </div> <div>  Discontinue </div> </div>					

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

**Performance Objective 1:** Adams will continue efforts to provide safer learning environments for our students, staff, and community.

**Evaluation Data Sources:** Completed safety drills, implement COVID contact tracing/monitor reporting dashboard and screening reports, maintain facilities through reporting necessary repairs, completion of referrals and investigation, ongoing support to departments through campus budget and funds.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Maintain monthly family newsletter, social media team, strong PTSA partnership, and Family Engagement/Informational Meetings to promote culture of high expectations, processes, supports and instructional practices. <b>Strategy's Expected Result/Impact:</b> Increased connection to school with our families, improved CBA/STAAR performance, improved collaboration/dialogue among students, families, and staff, support garnered from families for campus initiatives. <b>Staff Responsible for Monitoring:</b> Administrators Counselors Librarian Team Leaders Social Media Team	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Establish and maintain health and safety protocols (continuous cleaning, large gatherings minimized, traffic patterns established, social distancing expectations, cafeteria seating changes, staggered dismissals) that mitigate the impact the spread of COVID 19 on our campus. <b>Strategy's Expected Result/Impact:</b> Have No School Closure due to non compliance of health and safety measures. <b>Staff Responsible for Monitoring:</b> Administrators Counselors Teachers Staff (Whole Campus)	Formative			Summative
	Nov	Jan	Mar	May
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

# Addendums



## Leo Adams Middle School

2021-22

Instructional Focus

### NISD Priority Goals

**Literacy:** NISD 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.

**Academic Progress:** NISD will increase student performance in all content areas through rigorous instruction designed to meet the needs of every child, every day and ensure equitable access to learning with appropriate supports for success.

**College, Career, Military, and Life Readiness:** NISD will ensure that every student is prepared to succeed in life after high school by developing strong social, emotional, and behavioral skills and by achieving College, Career, and Military Readiness (CCMR) status in order to attain their definition of personal success through personalized learning opportunities, equitable access free of institutional bias, and appropriate support for their chosen pathways.

**Equity and Diversity:** NISD will embrace a diverse culture by encouraging cultural proficiency, eliminating bias, and intentionally increasing staff awareness in an effort to support and engage all students, staff, families, and communities.

**Faculty and Staff Support:** NISD will support and value all employees by equipping staff with the appropriate culture, resources, and professional development to be successful in their role.

### Our 2021-22 Campus Goal(s)

Increase student performance in all content areas and subpopulations with an increased emphasis on literacy to ensure that at least 90% of students are reading on or above grade level and grow 1 or more year in academic progress.

*Students STAAR, MAP, and District Assessment data shows decreases in overall Reading performance in 6th, 7th, and 8th grades.*

The challenge we are working on improving in our instruction to meet our goals:

Empowering leaders and learners to create meaning and ascend the pyramid of cognitive demand with improved literacy skills in all content areas.

*Our students are not showing evidence of strong literacy skills in all content areas.*

**Theory of Action**  
*(Centered around the Instructional Framework)*

*Remember to focus on  
the EXPERIENCES,  
POTENTIAL,  
ACTIONS &  
RESULTS your team  
has discussed to help*

If we, use our instructional framework as the central location for all resources and best practices,

And if we, strengthen our PLC work to promote a culture of collaboration and connection

And if we, continue empowering leaders and learners to seek out and use all available resources

<i>you formulate your Theory of Action.</i>	
	Then we, will see increase student performance in all content areas and subpopulations with an increased emphasis on literacy to ensure that at least 90% of students are reading on or above grade level and grow 1 or more year in academic progress.

### ACTION PLAN

As you develop your Campus Action Plan, keep the following questions in the forefront of your thinking:

- What experiences do your teachers bring to the table? What experiences do your teachers need to engage in to fully embrace the need for your campus POP?
- What potential do you want all teachers to see?
- How will you create the energy needed to start the wheels in motion?
- How will you continue to create energy and excitement related to your POP?

Action Step	Who will be involved?	What is our time frame?	How will we monitor our progress?
Strengthen and Improve PLC	Dept. Chairs Administrators	2021-22	Quarterly Check-Ins
Use our Instructional Framework as central essential document for best practices.	Dept. Chairs Teachers Administrators	2021-22	Quarterly Check in, Reflection, Monitor and Adjust

Empower learners and leaders to access and use all available resources	All stakeholders Students Counselors APs Support Services Staff Administrators	2021-22	Quarterly Check in, Reflection, Monitor and Adjust
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**Northwest Independent School District**

**Chisholm Trail Middle School**

**2021-2022 Campus Improvement Plan**





# **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.

## **Chisholm Trail Middle School Mission**

At Chisholm Trail Middle School, we strive to:

Create a safe environment that fosters accountability and nurtures respectful attitudes and a spirit of distinction among students, staff, and community. Maintain a challenging curriculum to stimulate academic, social, and personal growth while addressing the varied needs of a successful community of learners.

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Chisholm Trail Middle School is located in Rhome, TX and represents one of 6 middle schools in NISD. Geographically, we are the farthest west middle school of the district with total enrollment of 578 students. Our student population is 54% White, 35% Hispanic, 7% African American and 5% Other. 53% male and 47% female. 11% of our students population has been identified as Gifted and Talented. 11% English Language Learners, and 18% Special Education. 48% of our students qualify for free/reduced lunches and 40% identified as At-Risk.

187 6th graders, 205 7th graders, and 192 8th graders

Feeder schools are: Prairie View, Justin and Seven Hills Elementary

Leader In Me campus

Active Partners In Education; Modern Woodmen, iMax Mortgage, Rhome Pharmacy, Local Churches

Active and Involved PTSA

P.R.I.D.E. campus wide positive behavior/ leadership engagement initiative

Student Council

National Junior Honor Society

Mentoring Programs

Top Dog Volunteering/Community Service Initiative

Watch D.O.G.S. For parental/fathers/uncles/grandpas involvement

Community In Schools - 100 student caseload

### Demographics Strengths

CTMS continues to exceed expectations of achievement and performance while continuing to show steady progress in all content areas. All content areas as measured by STAAR show evidence of achievement gaps decreasing. Student participation in Athletics and Fine Arts programs remain steady with nearly 45% of student population. With over 48% students identified as Eco. Dis. and 40% At-Risk, the achievement gap in performance is declining and shows evidence of equitable and equal access to opportunities and services.

## **Problem Statements Identifying Demographics Needs**

**Problem Statement 1:** The achievement gap between our campus averages and our sub populations (SPED and ELLs ) continues to grow. **Root Cause:** Due to COVID and remote learning crisis the past year and a half, we are expecting and seeing the learning gap increase among our students.

# Student Learning

## Student Learning Summary

<https://txschools.gov/schools/061911044/overview>

STAAR Performance for 2021-2022

6th Grade

50% - Reading

65% - Math

7th Grade

66% - Reading

37% - Math

69% - Writing

8th Grade

71% - Reading

79% - Math

71% - Science

59% - Social Studies

100% - Algebra

Student achievement gaps exist with our SpEd and ELL populations and with a growing percentage of Eco. Disadvantaged students, the achievement gap in performance has historically not represented a significant gap, but we will still monitor students progress.

## Student Learning Strengths

Algebra - 100%

Algebra - 48% Mastered

## **Problem Statements Identifying Student Learning Needs**

**Problem Statement 1 (Prioritized):** Achievement gap between our campus averages and our sub populations (SPED and ELL) continues to grow. **Root Cause:** Due to COVID and remote learning crisis the past two years, our data shows an increase in learning gaps among our students.

**Problem Statement 2 (Prioritized):** Teachers need additional training and resources to enhance/enrich the depth of our Tier 1 instruction in order to meet the needs of all students. **Root Cause:** COVID significantly impacted the learning environment for student & teacher over the past two years. We continue to see challenges in equity among students from ED households, as well as our growing number of EL Learners. Significant efforts are critical to identifying areas of needs and closing learning gaps in each identified student group to ensure that every student achieves at high levels.

# School Processes & Programs

## School Processes & Programs Summary

Math, Science, Social Studies, and English Language Arts for 6, 7, and 8th, with Honors offerings for each content area.

Elective and Fine Arts Programs available for all students.

Leader In Me transition to LEADS with PRIDE

Trail Time (Advisory)

Professional Learning Communities built within the Master Schedule

Department and Team Alignment

Instructional Leadership Meeting PLC with all department chairs - weekly

Administrative Team- Instructional Leadership

Guidance Counseling led by Counselors

New Teacher Mentoring

Bulldog of the Month - Employee Celebration Program

National Junior Honor Society

Student Council

Club Offerings

P.R.I.D.E. Reward Day

Response to Intervention (RtI) - ELA & Math Intervention Specialist

## School Processes & Programs Strengths

School Processes and Programs are anchored in middle school philosophies that meet the needs of the whole child and address social emotional learning experiences.

## Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1:** Too many students are in need of Tier 2 and Tier 3 interventions. **Root Cause:** Campus data reflects a significant increase in Reading and Math with Tier 2 and Tier 3 students. Our RtI numbers vastly exceed the recommended proportion of Tier students to the general student population. This makes our Tier 2 and Tier 3 intervention difficult to manage.



# Perceptions

## Perceptions Summary

Strong, Small School, Community Oriented, LEADS with PRIDE. Every child will achieve and grow!

## 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.

## Perceptions Strengths

With the size of our school, we represent an ideal middle school in number of students and programs/services offered.

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1:** Although our campus is known to be empathetic, dedicated and amazing educators, who put the needs of students above their own; however, our student achievement does not match the culture of academic excellence we want to portray. **Root Cause:** The Tier 1 instruction on our campus has taken less of an important role in the last 20 months. With teacher/student quarantines and remote learning taking up so much of our staffs energy, high quality teaching took a step backwards. This year we will refocus our energy and effort on Tier 1 instruction.

# Priority Problem Statements

**Problem Statement 1:** Achievement gap between our campus averages and our sub populations (SPED and ELL) continues to grow.

**Root Cause 1:** Due to COVID and remote learning crisis the past two years, our data shows an increase in learning gaps among our students.

**Problem Statement 1 Areas:** Student Learning

**Problem Statement 2:** Teachers need additional training and resources to enhance/enrich the depth of our Tier 1 instruction in order to meet the needs of all students.

**Root Cause 2:** COVID significantly impacted the learning environment for student & teacher over the past two years. We continue to see challenges in equity among students from ED households, as well as our growing number of EL Learners. Significant efforts are critical to identifying areas of needs and closing learning gaps in each identified student group to ensure that every student achieves at high levels.

**Problem Statement 2 Areas:** Student Learning

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Campus goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card Data

## Student Data: Assessments

- State and federally required assessment information
- (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- Student Success Initiative (SSI) data for Grades 5 and 8
- 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 benchmark or common assessments data

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and progress
- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- 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, gender, etc.
- Section 504 data
- Response to Intervention (RtI) student achievement data

## Student Data: Behavior and Other Indicators

- Attendance data

**Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Campus department and/or faculty meeting discussions and data
- TTESS data
- T-P ESS data

**Parent/Community Data**

- Parent surveys and/or other feedback

**Support Systems and Other Data**

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

# Goals

**Goal 1:** Students will achieve success through meaningful learning experiences, innovative pathways, and personalized opportunities.

**Performance Objective 1:** CTMS will increase student achievement by greater than 1 year's growth as measured by STAAR in all content areas and all subpopulations.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Determine Lexile/Reading level of all students and align reading and vocabulary to the needs of students within like reading levels and abilities. <b>Strategy's Expected Result/Impact:</b> Differentiated reading material and vocabulary is provided for the varied reading levels in order engage all learners styles and needs in the classroom. to increase achievement for all students across all subpopulations. <b>Staff Responsible for Monitoring:</b> Administrators Campus Instructional Teacher Department Chairs Comp. Ed. Interventionist Teachers <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Content areas meet as a PLC once a week for planning, collaboration, data review, and instructional support. <b>Strategy's Expected Result/Impact:</b> Intentional lesson planning, analysis of student work, data analysis, lesson study/shares to increase and build capacity for highly effective teaching that results in increase student achievement. <b>Staff Responsible for Monitoring:</b> Administrators Department Chairs Teachers <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math	Formative			Summative
	Nov	Jan	Mar	May

Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Monitor achievement and progress in short intervals: marking period grades, progress reports, formative assessments, CBAs, semester exams, and benchmarks. <b>Strategy's Expected Result/Impact:</b> Students will increase achievement and gain confidence to continue excelling as progress is monitored, acknowledged and celebrated in short intervals. <b>Staff Responsible for Monitoring:</b> Administrators Department Chairs Counselors Teachers <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>Additional Targeted Support Strategy</b>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Enhance P.R.I.D.E. Reward system as a positive behavior support and SEL/character development initiative for students that have good attendance, behavior, and show academic achievement and growth throughout the marking period. <b>Strategy's Expected Result/Impact:</b> Increased attendance, lower percentages of discipline referrals for ISS/OSS placement, increased academic achievement by marking period as compared to 2019-2020 school year. <b>Staff Responsible for Monitoring:</b> Administrators Bulldog PRIDE Coordinator Teachers Staff <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6	Formative			Summative
	Nov	Jan	Mar	May
Strategy 5 Details	Reviews			
<b>Strategy 5:</b> Implement and Maintain CAP, TAP, ZAP: *Cell phones *Tardies *Zeros/Missing Work Cell phones, tardies, and zeros are prohibited. CTMS Non-Negotiables established as campus-wide norms. <b>Strategy's Expected Result/Impact:</b> Increased number of students passing at grade reporting Fewer referrals for failure to turn in assignments Fewer incidents involving phones/social media/distractions Improvement in student achievement <b>Staff Responsible for Monitoring:</b> Administrators Teachers and Staff Parents <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6	Formative			Summative
	Nov	Jan	Mar	May

Strategy 6 Details		Reviews			
<b>Strategy 6:</b> In order to increase the quantity and quality of the meaningful learning experiences, CTMS has developed an intense focus on learning targets. CTMS leaders will train, monitor and expand this program in order to increase the level of Tier 1 instruction for all students. <b>Strategy's Expected Result/Impact:</b> Increase the level of Tier 1 Instruction for all learners <b>Staff Responsible for Monitoring:</b> Admin Team <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction - <b>Comprehensive Support Strategy</b>		Formative			Summative
		Nov	Jan	Mar	May
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>					

**Goal 2:** Northwest ISD will recruit, value, and retain an exceptional staff to create a rewarding learning environment.





**Performance Objective 1:** CTMS will recruit, value, and retain staff and create a strong professional work environment.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Maintain campus mentoring program for first year and teachers new to the district. <b>Strategy's Expected Result/Impact:</b> Provide orientation and on-going support to learn campus and district expectations, policies, and procedures. <b>Staff Responsible for Monitoring:</b> Administrators Campus Mentor Coordinator Buddy Teachers <b>Title I Schoolwide Elements:</b> 2.5	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Continue Bulldog of the Month as a way to recognize an outstanding employee. <b>Strategy's Expected Result/Impact:</b> Improve and increase morale. <b>Staff Responsible for Monitoring:</b> Administrators Bulldog of the Month Staff Sponsor <b>Title I Schoolwide Elements:</b> 2.5 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals	Formative			Summative
	Nov	Jan	Mar	May
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				



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

**Performance Objective 1:** CTMS staff will engage in activities that shift assumptions, seek to change beliefs, and build capacity of teachers.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Incorporate The Leader in Me with all CTMS teachers, staff, and students to enhance leadership capacity for all. <b>Strategy's Expected Result/Impact:</b> Shift Assumptions, Change Beliefs, and Build Capacity of all campus teachers, staff, and students to use The Seven Habits of Highly Effective People to increase achievement for all students in all subpopulations. <b>Staff Responsible for Monitoring:</b> Administrators Teachers and Staff Lighthouse Coordinator <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Maintain highly effective PLCs among content areas. <b>Strategy's Expected Result/Impact:</b> Increased capacity for enhancing lessons and activities that increase achievement and growth for all students and content areas through fostering the creation of PLC periods within the day. <b>Staff Responsible for Monitoring:</b> Administrators Dept. Chairs Teachers	Formative			Summative
	Nov	Jan	Mar	May
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

# Title I Schoolwide Elements

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

### 1.1: Comprehensive Needs Assessment

Chisholm Trail Middle School is located in Rhome, TX and represents one of 6 middle schools in NISD. Geographically, we are the farthest west middle school of the district with total enrollment of 584 students. Our student population is 53% White, 35% Hispanic, 7% African American, and 5% Other. 53% male and 47% female. 11% of our student population has been identified as Gifted and Talented, 11% English Language Learners, and 18% Special Education. 48% of our students qualify for free/reduced lunches and 40% identified as At-Risk.

187 -6th graders, 305 -7th graders, 192 -8th graders

Feeder middle school to Prairie View, Justin and Seven Hills Elementary

Leader In Me campus

Active Partners In Education; Modern Woodmen, iMax Mortgage, Rhome Pharmacy, Local Churches

Active and Involved PTSA

P.R.I.D.E. campus wide positive behavior/ leadership engagement initiative

Student Council

National Junior Honor Society

Mentoring Programs

Top Dog Volunteering/Community Service Initiative

Watch D.O.G.S. For parental/fathers/uncles/grandpas involvement

Community In Schools - 100 student caseload

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

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

Principal - Anthony Fontana

Assistant Principals- Lydia Calahan, Josh Withers

Title I Intervention Specialist - Kesha Hill

Counselors - Cindy Barksdale, Mike Hays

PTSA President - Tanya Smith

Partner In Education - Derrick Same

ELA Department Chair - Rhonda Lemieux

Math Department Chair - Richard Kleckner

Science Department Chair - Jill Harris

Social Studies - Adam Wilson

Electives Department Chair - Amber Ortega

Fine Arts Department Chair - Stephanie Thurston

EL Intervention Specialist - Joanna Kysar

Comp. Ed. Intervention Specialist - Rhonda Lemieux

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

### Quarterly Review and Revision

October

December

March

May

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

Title I Meeting/ Fall Open House - September 23, 2021 - Informational meeting and Chisholm Trail Tours August 13, 2021

Title I Meeting/ Spring Open House - February 22, 2022 - Informational meeting

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

CTMS will increase achievement by greater than 1 year's growth as measured by 2021 STAAR in all content areas and all subpopulations.

\*Students will have dynamic learning experiences that are differentiated and scaffolded based on the needs of our subpopulations, particularly At-Risk as skill deficits are identified by teachers. All subpopulations (At-Risk, SpEd, EcoDis, White, Hispanic, Asian, Two or More Races, African American) will increase achievement by greater than 1 year's growth as measured by STAAR.

### Other Opportunities for all children to meet State standards:

- \* Promote the implementation of RTI knowledge and strategies for student growth and achievement.
- \* Make reading levels (Lexiles) available and provide training for identifying reading levels of students in all content areas.
- \* Create targeted advisory groupings in order streamline differentiated needs among targeted tutorial groups.
- \* Use of Imagine Math with weekly lessons
- \* Implement Lexia- Power Up for middle schools for reading interventions
- \* Create campus wide D.E.A.R. Day/ 1 x per week to increase reading stamina, ability, and interest

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

Tutoring: Monday - Friday 8:00 - 8:45 am and/or 4:15 - 5:00 pm

Extended Classroom Opportunity (ECO): Wednesday 4:30 - 6:30 pm

Targeted Tutorials during Trail Time

Weekly Club Opportunities - Every Friday

Saturday School - Tutoring and Intervention Support

KickStart Camp: Summer Prep Camp - first week of August

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

Tutoring: Monday - Friday 8:00 - 8:45 am and/or 4:15 - 5:00 pm

Extended Classroom Opportunity (ECO): Wednesday 4:30 - 6:30 pm

Targeted Tutorials during Advisory are provided for students who are identified as needing specific skills to address learning deficits. Development of academic plan with ongoing and targeted interventions are being provided.

Comp. Ed. Intervention Specialist will work with targeted students in Literacy Lab classes to target specific gaps

Title I Intervention Specialist will work with targeted students in Math Lab classes to target specific gaps

Math SSI for students within a targeted and specific range of Approaching grade level on STAAR.

Weekly Club Opportunities - Every Friday

Saturday School - Tutoring and Intervention Support

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

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

Distribution of Parent and Family Engagement Policy - Title I Meeting/Open House August 13, 2021/ September 23, 2021(postponed due to COVID)

Families will receive weekly CTMS information/newsletters to support students at home with applicable school achievement and success in both English and Spanish.

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

Parent Conferences/Meetings available as needed/ongoing throughout the year as deemed necessary by teachers and/or parents.

Parent/Teacher Conferences: 9/27/21 and 10/6/21

\*All teachers available to meet and discuss academic plans and interventions for students in partnership with parents, counselors, and administrators.

Partnering with Career and Technology Education Department, CTMS will offer parent courses suitable for preparing adults for work/employment and advancement, alongside offering evening and/or Saturday School for At-Risk students. Tutoring for students will have emphasis on all content area courses (Math, Science, Social Studies, English Language Arts).

# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Joanna Kysar	Title I -EL Interventionist Specialist	Title I	1
Kesha Hill	Title I Instruction Specialist	Title 1	1
Sara Holt	Title I Interventionist Paraprofessional	Title	1

# Addendums



# Chisholm Trail Middle School

## 2021-22

### Instructional Focus

#### NISD Priority Goals

**Literacy:** NISD 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.

**Academic Progress:** NISD will increase student performance in all content areas through rigorous instruction designed to meet the needs of every child, every day and ensure equitable access to learning with appropriate supports for success.

**College, Career, Military, and Life Readiness:** NISD will ensure that every student is prepared to succeed in life after high school by developing strong social, emotional, and behavioral skills and by achieving College, Career, and Military Readiness (CCMR) status in order to attain their definition of personal success through personalized learning opportunities, equitable access free of institutional bias, and appropriate support for their chosen pathways.

**Equity and Diversity:** NISD will embrace a diverse culture by encouraging cultural proficiency, eliminating bias, and intentionally increasing staff awareness in an effort to support and engage all students, staff, families, and communities.

**Faculty and Staff Support:** NISD will support and value all employees by equipping staff with the appropriate culture, resources, and professional development to be successful in their role.



## Our 2021-22 Campus Goal(s)

**ALL students receive high quality Tier 1 instruction**

*Provide a brief explanation: The vast achievement gap within our sub pops as seen in 5 Labs.*

The challenge we are working on improving in our instruction to meet our goals:

Identify the profile of our students and plan intentional, collaborative, and reflective lessons/instruction so that each student is engaged in equitable learning experiences.

*Provide a brief explanation of WHY:  
Achievement-based on STAAR scores between 2019 and 2021, we noticed a substantial increase within our sub-pops.*

Reading	SpEd 47%	LEP 21%
Math	SpEd 50%	LEP 9%
Science	SpEd 44%	LEP 29%
Social Studies	SpEd 35%	LEP 37%

## Theory of Action (Centered around the Instructional Framework)

*Remember to focus on  
the EXPERIENCES,  
POTENTIAL,  
ACTIONS &*

If we, plan intentional, collaborative and reflective learning experiences and plan for learning that is standards based with high yield instructional strategies,

And if we, execute and reflect on well planned lessons that actively engage instructional practices that foster student learning,

<i>RESULTS your team has discussed to help you formulate your Theory of Action.</i>	
	Then we will provide high-quality tier 1 instruction for ALL students.

### ACTION PLAN

As you develop your Campus Action Plan, keep the following questions in the forefront of your thinking:

- What experiences do your teachers bring to the table? What experiences do your teachers need to engage in to fully embrace the need for your campus POP?
- What potential do you want all teachers to see?
- How will you create the energy needed to start the wheels in motion?
- How will you continue to create energy and excitement related to your POP?

Action Step	Who will be involved?	What is our time frame?	How we will monitor our progress?
Staff wide Focus - Workshop Model	C&I Department, Curriculum Coaches Administrators, IL Team	All Year	Workshop WalkThrough
High Functioning CFG	Josh Withers-admin team	Throughout year-continuous	Through teacher needs/wants-Data driven-Digital PLC journals
IL Team will continuously collaborate weekly	IL Team	Continuous-begin August	

Using PLC to plan for lesson cycle - focus Instructional Framework	Department Heads	All Year	Evidence of lesson plans in observations, ability to share best practices based on assessments
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Rtl and eSTAR Training	ELA & Math	All Year	PLCs and Rtl meetings
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MAPS	ELA & Math	All Year	MAP Results
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Support New to CTMS Staff	Campus & Department Mentors, Grade Level Leads, Administrators	All Year	Walkthroughs, PLCs, Grade Level Meetings, Informal/Formal Meetings
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**Northwest Independent School District**  
**Medlin Middle School**  
**2021-2022 Campus Improvement Plan**



# Mission Statement

Our educational family will provide All students the opportunities to confidently share their talents, improve the skills needed for their future, and establish values that will allow them to act with thoughtfulness and humanity.

## 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.

# **Medlin Middle School**

## **Campus Beliefs**

Cultivate Pride  
Develop Leadership  
Practice Integrity

## **Campus Vision**

To ensure that ALL of our students are ready for their futures and are good citizens as well.

## **Campus Mission**

Our educational family will provide all students the opportunities to confidently share thier talents, improve their skills needed for their future, and establish values that will allow them to act with thoughtfulness and humanity.

## **Campus Motto**

Mustang GRIT = Growth Mindset, Relationships, Integrity/Initiative, Teamwork

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Demographic Information:

999 total students

African American 5%

Hispanic 17.12%

White 68.37 %

Asian 7.41

Pac Islanders 2%

2 or more Races 1.1%

Economically Disadvantaged 9.21%

ELL 4.10%

Special Education 10.41%

GT 18.82%

At Risk 18.22%

504 12.71%

CTI 57% are in 1 or more class

Honors 85% are in 1 or more honors HS credit courses

319 6th graders

313 7th graders

367 8th graders



Medlin is located in Trophy Club Texas. We have students in the city of Ft. Worth, Roanoke, Trophy Club, Westlake, and Keller. We have 4 elementary feeder schools - Roanoka, Lakeview, Beck, and Cox Elementary

### **Demographics Strengths**

We have a variety of ethnicities and cultures as well as communities that feed into Medlin. We have community support from the cities we serve and have strong feeder pattern relationships into the Byron Nelson community.

### **Problem Statements Identifying Demographics Needs**

**Problem Statement 1:** Medlin's 2021 data shows decrease in student achievement in all areas from 2019. Some of our subpopulations have even bigger gaps than others- Special Education, Econ Disadvantage, African American, Hispanic populations. **Root Cause:** Many students need more support through Tier I, Tier II, and Tier III quality instruction with the proper level of rigor and support in order to increase ALL students academic achievement by 3-5%.

# Student Learning

## Student Learning Summary

Medlin has taken a COVID Learning Dip in all areas. We are still excelling in some areas like Algebra and Science, but all percentages have gone down. We will be working to close those gaps for every student in every area. We will focus on literacy across the board as this impacts most testing.

## Student Learning Strengths

Medlin students are strong in the areas of science, social studies, algebra and writing. We need to focus on math/reading/and closing the gaps for all.

## Problem Statements Identifying Student Learning Needs

**Problem Statement 1:** Students are not actively engaging in relevant and meaningful learning experiences that challenge them to increase their critical thinking and literacy skills. **Root Cause:** There are large gaps in student achievement in all content areas. Students have experienced learning as well as social and emotional losses. Normal educational systems and experiences were disrupted. Students did not have equal access to the typical resources and school system. Educators were limited in their capacity to provide the "usual" educational procedures.

# Perceptions

## Perceptions Summary

At Medlin we focus on academic learning and social and emotional support. False perceptions about Medlin are that we do not have low economic students or students that need emotional support. Another perception that is false is that we are successful in all areas. Sometimes a struggle is that we are good and that is enough, but we our data is showing that we are falling behind and our students are showing bigger gaps. The perception is also that we have lots of community support and that is accurate.

## Perceptions Strengths

We have many families that are very involved in the success of our students. We are a good school, but need to push to be great. We also are ahead of most in the area of emotional and social learning and character. It does not mean we do not have our challenges, but we give our students opportunities to lead in this area.

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1:** Medlin has historically been a good school and has had many successes, but the data is showing us falling behind in some areas. We want to refocus our attention on on quality Tier I instruction, with exceptional academic and SEL support, so that we increase our achievement for each student by at least 3-5% **Root Cause:** The root cause of us not being as successful as we can be is that we are not pushing ourselves (staff and students) to the level of excellence that is needed to achieve at the next level. The COVID time period set up back, just like it did everyone, but we have to keep raising the bar on the levels of teaching and learning that take place at Medlin Middle School





# Priority Problem Statements

# Goals

**Goal 1:** Students will achieve success through meaningful learning experiences, innovative pathways, and personalized opportunities.

**Performance Objective 1:** Literacy: NISD 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 Sources:** Medlin will use a variety of data sources that will include - STAAR Scores, MAPS testing for beginning, middle, and end, IReady assessments, as well as basic reading skills assessments to monitor student literacy levels.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Medlin will increase students literacy levels by focusing on the area of literacy in each content area and supporting teachers in teaching literacy strategies. Medlin has created a literacy team that will help both teachers and students with literacy strategies in order to achieve the 90% or above.  <b>Strategy's Expected Result/Impact:</b> Students will have more specific instruction on how to read in the various content areas in order to gain the skills, confidence, and academic achievement they need in literacy.  <b>Staff Responsible for Monitoring:</b> The Literacy Team will be the main driving force as well as Department Coaches to utilize the work of our Instructional Leadership Team to drive this initiative.	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Medlin will monitor and adjust the groups of students who need Tier II and Tier III or Tutorial supports in the area of literacy. We will ensure that students with large gaps in literacy receive the support and intentional instruction that is needed to learn strategies that will help them be more successful.  <b>Strategy's Expected Result/Impact:</b> Students will show an increase in literacy by a minimum of 3-5% in the various content areas.  <b>Staff Responsible for Monitoring:</b> The RTI Committee as well as the PLC work with whole departments.	Formative			Summative
	Nov	Jan	Mar	May
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Medlin will increase independent, purposeful reading time (Silent Sustained Reading) daily through ELA classes and once a week through Pride Time to support students growth in literacy. The Learning Commons will promote books, reading and the literacy team will promote reading within our reluctant readers by utilizing the literacy lounge and team as a resource.  <b>Strategy's Expected Result/Impact:</b> Students who love to read will continue to read and our reluctant readers will gain the skills needed to enjoy reading for pleasure as well as for academic success.  <b>Staff Responsible for Monitoring:</b> ELA team, Pride Teachers, Gailanne Smith, and Literacy Team as well as admin team.	Formative			Summative
	Nov	Jan	Mar	May
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

**Goal 1:** Students will achieve success through meaningful learning experiences, innovative pathways, and personalized opportunities.

**Performance Objective 2:** Academic Progress: NISD will increase student performance in all content areas through rigorous instruction designed to meet the needs of every child, every day and ensure equitable access to learning with appropriate supports for success.





**Evaluation Data Sources:** STAAR/EOC Scores, MAPS scores, CBA, IReady testing, Imagine Math,

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Medlin students will actively be engaged in relevant and meaningful learning experiences that challenge them to increase their critical thinking skills through Tier I instruction. We will collect data through classroom walks, formative and summative assessments, and STAAR data.  <b>Strategy's Expected Result/Impact:</b> Closing learning gaps and growth for each students in all areas by looking closely at the data in edugence to monitor individual progress of each student.  <b>Staff Responsible for Monitoring:</b> Teachers, Department Coaches, PLC Teams, Administrative Team	Formative			Summative
	Nov	Jan	Mar	May
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

**Goal 1:** Students will achieve success through meaningful learning experiences, innovative pathways, and personalized opportunities.

**Performance Objective 3:** College, Career, Military, and Life Readiness: NISD will ensure that every student is prepared to succeed in life after high school by developing strong social, emotional, and behavioral skills and by achieving College, Career, and Military Readiness (CCMR) status in order to attain their definition of personal success through personalized learning opportunities, equitable access free of institutional bias, and appropriate support for their chosen pathways.





**Evaluation Data Sources:** Number of students take CTE, Honors, and/or HS Credit courses, student and parent feedback forms, number of referrals compared each 9 weeks and with last year, and number of Restorative Circles data analysis (counselors)

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Medlin will support the social and emotional needs of both students and staff through our continued work in SEL/Character Program and student leadership groups of Team InteGRITY and Character Council. Medlin will also train and utilize Restorative Discipline Practices to meet the needs of students and staff. <b>Strategy's Expected Result/Impact:</b> Fewer discipline issues, students prepared for HS, College, Career, and SEL support for all <b>Staff Responsible for Monitoring:</b> Counselors, Teachers, Character Council, Admin Team	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Medlin ensures that students are taking the appropriate level of academic classes in order to promote academic growth. We also have classes that help students explore high school, college, and career interest. (Technology, Project Lead The Way, Principals of Human Services, College and Career Readiness, Medical, Robotics, Etc). We provide club interest as well in UIL, Science Olympiad, DI, and Robotics Club. <b>Strategy's Expected Result/Impact:</b> For students to have an idea of the what they want to take in High School in order to be prepared for next steps after they graduate. <b>Staff Responsible for Monitoring:</b> Counselors and Admin Team	Formative			Summative
	Nov	Jan	Mar	May
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

**Goal 2:** Northwest ISD will recruit, value, and retain an exceptional staff to create a rewarding learning environment.

**Performance Objective 1:** Faculty and Staff Support: NISD will support and value all employees by equipping staff with the appropriate culture, resources, and professional development to be successful in their role.

**Evaluation Data Sources:** Staff survey, retention rates, and ttest evaluation data





Strategy 1 Details	Reviews			
<b>Strategy 1:</b> ALL staff will be supported in the area of growth through professional development, PLC work, department work, walk through feedback, and evaluation/goal processes. Staff development and relationship building will take place throughout the year. We will use the NISD Instructional Framework as our driving force/work behind this.  <b>Strategy's Expected Result/Impact:</b> We will retain a majority of our staff members (95%) and grow each of them through the goal setting and evaluation process. The impact will show in our student data, staff surveys, and ttest results.  <b>Staff Responsible for Monitoring:</b> Admin team, district resources (coaches/directors), mentor coordinator Kristy Butler, Department Chairs .	Formative			Summative
	Nov	Jan	Mar	May
<div>  0% No Progress            100% Accomplished            Continue/Modify            Discontinue         </div>				



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

**Performance Objective 1:** Equity and Diversity: NISD will embrace a diverse culture by encouraging cultural proficiency, eliminating bias, and intentionally increasing staff awareness in an effort to support and engage all students, staff, families, and communities.





**Evaluation Data Sources:** Student, Staff, and Parent Survey information  
Campus Improvement Plan work

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Medlin will focus on equity and diversity through our Campus Improvement Committee work, Team InteGRITy, Character Council, ambassador program by celebrating/educating all various cultures. <b>Strategy's Expected Result/Impact:</b> We will add this component to our SEL work to begin new traditions celebrating cultures and educating against bias through our work. <b>Staff Responsible for Monitoring:</b> Admin team, Character Council, Campus Improvement Committee, Team Integrity sponsors.	Formative			Summative
	Nov	Jan	Mar	May
<div>  0% No Progress            100% Accomplished            Continue/Modify            Discontinue         </div>				

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

**Performance Objective 2:** Financial Reform: NISD will embrace a culture of financial reform and continued transparency through strategic budget analysis and long-term financial planning.

**Evaluation Data Sources:** Budgets at the end of the year

Strategy 1 Details		Reviews			
<b>Strategy 1:</b> Medlin Middle School will follow district and campus guidelines on spending and find ways to help with budget reforms. We will ensure we are spending according to student and campus needs and fundraise where needed. <b>Strategy's Expected Result/Impact:</b> Budget analysis at the end of the year <b>Staff Responsible for Monitoring:</b> Admin, Sponsors, Directors, Coaches, and office manager		Formative			Summative
		Nov	Jan	Mar	May
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>					

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





**Performance Objective 3:** Safety and Security: NISD will continue efforts to provide safer learning environments for our students, staff, and community.

Strategy 1 Details		Reviews			
<b>Strategy 1:</b> Medlin will follow all district and campus safety procedures, protocols, and utilize our Safety Committee and District Resource for continuous improvement. <b>Strategy's Expected Result/Impact:</b> Student, staff, and parent surveys will indicate improvement in the areas of safety <b>Staff Responsible for Monitoring:</b> Ashley Kahler, Office Sears, All admin, and safety committee.		Formative			Summative
		Nov	Jan	Mar	May
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>					

**Goal 4:** Students will achieve success through meaningful learning experiences, innovative pathways, and personalized opportunities.

**Performance Objective 1:** Students will have multiple opportunities to explore the various courses and pathways that the district offers through our counseling department and Academy/CTE (CCR course)





**Evaluation Data Sources:** Number of students in various pathways.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Students will learn about the multiple opportunities the district and campuses offer through the counseling team, CTE team, academy presentations, and CCR classes. The campus will ensure that parents are fully aware of the options as well and understand the differences of High School Credit courses. <b>Strategy's Expected Result/Impact:</b> Students and parents will have a deeper understanding of the choices in order to make the best decisions for their future. <b>Staff Responsible for Monitoring:</b> Counselors, Admin Team, CCR/CTE teachers.	Formative			Summative
	Nov	Jan	Mar	May
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

**Goal 5:** Northwest ISD will recruit, value, and retain an exceptional staff to create a rewarding learning environment.

**Performance Objective 1:** Medlin will work with HR in the area of recruiting and retaining staff. We will offer stay interviews and multiple opportunities for the staff to connect to one another.





**Evaluation Data Sources:** staff survey in the spring, stay interview data

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Medlin will conduct stay interviews with 8-10 teachers as well as working with the HR department on recruiting. We will also utilize our new teacher mentor program to assist our new staff members. We will continue to have an school culture where our staff feels appreciated, validated, heard, and valued. <b>Strategy's Expected Result/Impact:</b> Our goal would be to keep at least 95% of our staff for the next school year. We would also expect to see good results from our staff survey in this area. <b>Staff Responsible for Monitoring:</b> Admin, Counselors, office staff, PTA, HR department, Mentor Coordinator	Formative			Summative
	Nov	Jan	Mar	May
<div>  0% No Progress            100% Accomplished            Continue/Modify            Discontinue         </div>				

**Goal 6:** Northwest ISD will create and foster an environment where all stakeholders are engaged in the transformational work of the NISD family.

**Performance Objective 1:** Medlin will work with the PTA, District, and Local Cities to enhance our community and teach students and staff the importance of service.

**Evaluation Data Sources:** Community input, surveys of staff, students, and parents.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Medlin will continue to do Community Service through our Medlin Cares, Medlin Gives, and Medlin Menders events that support our communities/cities as well as our students. We will continue to communicate with our stakeholders what we are about and what we are striving for by inviting them to support in various ways. <b>Strategy's Expected Result/Impact:</b> Number of participants in these events and the feedback given to us about the opportunities. We will also monitor our Silver Star community service hours that our students turn in. <b>Staff Responsible for Monitoring:</b> Admin, counselors, sponsors of these events, survey feedback.	Formative			Summative
	Nov	Jan	Mar	May
<div>  0% No Progress            100% Accomplished            Continue/Modify            Discontinue         </div>				

# Addendums

# Medlin Middle School



## **Mission:**

*Our educational family will provide all students the opportunities to confidently share their talents, improve the skills needed for their future, and establish values that will allow them to act with thoughtfulness and humanity.*

## **Beliefs:**

- *Cultivate Pride*
- *Practice Integrity*
- *Develop Leadership*

## **Motto: Mustang GRIT**

- *Growth Mindset*
- *Relationships*
- *Integrity*
- *Teamwork*

## **Mustang Pledge:**

*As a Mustang, I will have PRIDE in my school and practice INTEGRITY. I will develop my LEADERSHIP skills, have positive relationships with others, be a good team member and have a growth mindset.*





## Medlin Middle School

### 2020-21

### Instructional Focus

#### NISD Priority Goals

**Literacy:** NISD 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.

**Academic Progress:** NISD will increase student performance in all content areas through rigorous instruction designed to meet the needs of every child, every day and ensure equitable access to learning with appropriate supports for success.

**College, Career, Military, and Life Readiness:** NISD will ensure that every student is prepared to succeed in life after high school by developing strong social, emotional, and behavioral skills and by achieving College, Career, and Military Readiness (CCMR) status in order to attain their definition of personal success through personalized learning opportunities, equitable access free of institutional bias, and appropriate support for their chosen pathways.

**Equity and Diversity:** NISD will embrace a diverse culture by encouraging cultural proficiency, eliminating bias, and intentionally increasing staff awareness in an effort to support and engage all students, staff, families, and communities.

**Faculty and Staff Support:** NISD will support and value all employees by equipping staff with the appropriate culture, resources, and professional development to be successful in their role.

## Our 2020-21 Campus Goal(s)

To increase academic achievement by at least 3% for all students by focusing on high quality tier 1 instruction.

*Medlin's 2021 data shows a decrease in student achievement in all areas from 2019. Our data shows students needing more intervention classes due to a lack of critical thinking skill sets.*

## The challenge we are working on improving in our instruction to meet our goals:

Students are not actively engaging in relevant and meaningful learning experiences that challenge them to increase their critical thinking skills.

*Why?*

*There are large gaps in student achievement in all content levels. Students have experienced learning, social, and emotional losses. Normal educational systems and experiences were disrupted. Students did not have equal access to typical educational resources and experiences. Educators were limited in their capacity to provide usual educational experiences.*

## Theory of Action (Centered around the Instructional Framework)

*Remember to focus on  
the EXPERIENCES,  
POTENTIAL,*

If we intentionally utilize the instructional framework

And if we increase staff capacity in Tier 1 instruction

<p><i>ACTIONS &amp; RESULTS your team has discussed to help you formulate your Theory of Action.</i></p>	<p>And if we consistently build momentum by monitoring and adjusting to student and staff needs</p>
	<p>Then we will observe exceptional Tier 1 instruction resulting in 3% or more growth in student achievement across all content areas.</p>

<p><b>ACTION PLAN</b></p> <p>As you develop your Campus Action Plan, keep the following questions in the forefront of your thinking:</p> <ul style="list-style-type: none"> <li>• What experiences do your teachers bring to the table? What experiences do your teachers need to engage in to fully embrace the need for your campus POP?</li> <li>• What potential do you want all teachers to see?</li> <li>• How will you create the energy needed to start the wheels in motion?</li> <li>• How will you continue to create energy and excitement related to your POP?</li> </ul>			
Action Step	Who will be involved?	What is our time frame?	How we will monitor our progress?
Take a full-tiered approach to training our learning community	Admin -> ILT team -> Staff -> Students/Parents	21-22 School Year	Monthly ILT meetings; Staff/Parent/Student Surveys; Student Data; Weekly PLCs
Implement Restorative Practices	All staff, students	21-22 School Year	Discipline referrals & reports; Student/Staff surveys; Classroom observations & Walk throughs
Utilize the Instructional Framework as our anchor	All staff	21-22 School Year	PLC work; Faculty Lunch & Learn; Grub & GRIT; classroom observations



**Northwest Independent School District**  
**Pike Middle School**  
**2021-2022 Campus Improvement Plan**



# 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.

## Gene Pike Middle School Mission Statement

Gene Pike Middle School, in partnership with families and community, will work to develop students with a passion for learning by fostering responsibility and encouraging pride in student work.

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# Comprehensive Needs Assessment

## Needs Assessment Overview

Overall:

- Planning for effective TIER 1 instruction in every classroom.
- Content Literacy across all content areas
- Utilizing our AVID program and strategies
- Reading/Writing and communicating daily in all content areas.
- Sped students continue to struggle academically
- Show growth and achievement on MAP testing MOY and EOY in for our economically disadvantaged sub group.



# Demographics

## Demographics Summary

Demographics collected from Edugence

- Enrollment: 1093
- White- 57.64%
- Hispanic- 26.62%
- African America- 9.97%
- Asian- 2.56%
- American Indian- .73%
- Pacific Islander- .73%
- 2 or more- 1.74%
- Special Education- 13.91%
- 504- 12.81%
- Free- 23.24%
- Free and Reduced- 4.57%
- Gt- 14.46%
- At Risk- 30.10%

Activities:

- NJHS- 22
- AVID: 134
- 8<sup>th</sup> -98
- 7<sup>th</sup> -36
  
- Athletics: 441
- 7<sup>th</sup> Boy-124, 7<sup>th</sup> Girl-110
- 8<sup>th</sup> Boy-115, 8<sup>th</sup> Girl-92
- 6th grade run club-
  
- Fine arts: 894
- Band-256
- Choir- 308
- Orch-120
- Theater - 210

- 82% of our students are involved in a Fine Arts
- 60% of our 7th/8th graders are involved in Athletics
- 26% of our 8th graders are in AVID- Would like to see this to at least 40%.

- 10% of our 7th graders are in AVID- Would like to see this double for next year to 20%

### **Demographics Strengths**

What do we do really well at Pike:

Pike is strong in the area of positive relationships, SEL and a welcoming campus culture.

Fine Arts has done a great job of building their program and mainting a high percent of student enegagmet beyond 6th grade.

RtI tracking and progress monitoring of RtI students.

AVID/Athletics and NHJS numbers are up.

### **Problem Statements Identifying Demographics Needs**

**Problem Statement 1:** Our English Language Learners are under performing compared to other populations across campus. **Root Cause:** Remotes learning created gaps.

**Problem Statement 2:** Our Special Education students are under performing when compared to other sub pops on campus. **Root Cause:** Some of our students are reading below grade level and our students are not reading on their own outside of class. Rigor in classrooms needs to be higher for all students.

**Problem Statement 3:** Our economically disadvantaged student are underperforming when compared to other population across campus. **Root Cause:** Teachers have not been focusing on this specific group of students they are performing okay but not as good as the other groups.

# Student Learning

## Student Learning Summary

### 6th Reading:

- 29% Did not meet
- 71% Approaches
- 38% Meets
- 20% Masters

### 7th Reading:

- 22% Did not meet
- 78% Approaches
- 50% Meets
- 28% Masters

### 7th Writing:

- 22% Did not meet
- 78% Approaches
- 44% Meets
- 13% Masters

### 8th Reading:

- 79% Approaches (Below district)
- 49% Meet (Below District)
- 20% Masters (Below district)

### 6th Math:

- 10% Did not meet
- 90% Approaches
- 55% Meets
- 27% Masters

### 7th Math:

- 58% Did not meet
- 42% Approaches
- 8% Meets
- 1% Masters

### 8th Math:

- 75% Approaches (Below district)
- 48% Meets (Below district)
- 16% Masters

#### 8th Social Studies

- 27% Did not meet
- 73% Approaches
- 48% Meets
- 24% Masters

#### 8th Science:

- 16% Did not meet
- 84% Approaches
- 61% Meets
- 31% Masters

### Student Learning Strengths

Students scoring at the masters level was lower than 2 years ago, but with Remote learning and the test not counting for the year the students did not decrease as much as you might expect.

- 6th Reading masters 21%- 20% (dropped)
- 6th Math masters stayed the same 27%
- 7th Reading masters 33%- 28%
- 8th Math masters 24%- 16% (dropped)
- 6th Math onlevel had 90% of students score approaching or higher.

### Problem Statements Identifying Student Learning Needs

**Problem Statement 1:** We are satisfied with students receiving approaching versus meet and masters. **Root Cause:** Approaching counts towards our overall passing rate.

**Problem Statement 2:** Academic gaps present in multiple demographics groups in multiple core content areas. **Root Cause:** Deficits in our instructional practices and planning abilities. Learning gaps created with all students due to the transition to remote learning due to COVID.

# School Processes & Programs

## School Processes & Programs Summary

- Mentor/buddy teachers for new staff
- Department Weekly PLCs every Wednesday from 8:00-8:40
- Instructional Leadership Team PLC
- Operational Leadership Team PLC
- Grade Level Team Leaders- Team Meetings, Planning, Celebrations every other week
- First 30 days of Pike Advisory lessons/ zooms from principal, AP, counselors and office
- NKOTB advisory for our new kids
- Pike Ambassadors
- Common Planning periods for all content and grade levels

### Supporting Students and Teachers

- Curriculum coaches attending content PLCs, conducting coaching cycles with teachers, providing PD to teachers during PLC and faculty meetings
- Tutorials 2 times a week
- Students checking grades weekly in advisory
- Administration participating in PLC meetings
- Differentiation and ESL Training
- Professional Development time build into content PLC time to give teachers (special focus on new teacher) the instructional tools necessary to enable our students to be successful.
- Collaborative Consults

## School Processes & Programs Strengths

- Common planning within departments to help strengthen and focus on our Tier 1 instruction
- APs are looping up with students to build connections and relationships with students and parents.
- Campus wide DEAR time per content to support literacy across content areas
- Advisory tutorials set for HB4545 and RtI students to receive accelerated instruction 3 times a week
- Student Service Facilitator to align students services and programs with individual and campus needs
- Weekly Pike Happening emails to staff to improve communication, includes a Question Form to elicit feedback to support staff

## Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1:** Teacher needs to focus their planning on "How" they are going to teach, scaffold, differentiate, support and address misconceptions with students instead of "What" and "When" they are going to teach **Root Cause:** Teachers have plenty resources but get lost in the scheduling of activities/lessons instead of thinking about the "How"

**Problem Statement 2:** Our economically disadvantaged students are underperforming compared to other sub groups on campus. **Root Cause:** Lack of instructional planning to

ensure additional supports are provided.

# Perceptions

## Perceptions Summary

With the change in administration we changed our campus motto from:

- Be the difference to WE/ME looking to take a more team approach to everything we do at Pike.

WE added a theme for the year:

- Unleash the potential

Pike is known for its kind caring staff and safe place where teachers truly care about the students.

Not being a neighborhood school we look for as many ways as we can to get the communities involved and keep them informed:

- Strong and consistent communication
  - Weekly emails to staff send titled Pike Happenings with upcoming events, activities, announcements etc.
  - Weekly emails to parents also titled Pike Happenings with upcoming events, activities, announcements etc.
  - Weekly Facebook post titled Pike Happenings with upcoming events, activities, announcements etc.
  - Pike Daily Messenger updated and sent out to staff daily with a list of all events and happening on campus
  - Bi-weekly and Operational Team meetings
  - Weekly grade level newsletters emails sent out to parents highlighting what is going on in content classes the upcoming week

## Perceptions Strengths

### School Recognitions

- Named a National Schools to Watch
- National PTA School of Excellence

### Strengths

- Weekly grade level newsletters sent home to parents
- Weekly Emails from Principal to parents on upcoming events
- Social Media posts of the great things happening daily at Pike
- Social Media post of Pike Happenings

### **Problem Statements Identifying Perceptions Needs**

**Problem Statement 1:** We make excuses for our kids and our performances based on perceptions of circumstances. **Root Cause:** We do not feel we can truly make a difference without parental support to our help our students succeed.



# Priority Problem Statements

# Comprehensive Needs Assessment Data Documentation

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

## **Improvement Planning Data**

- District goals
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data

## **Accountability Data**

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Domain 1 - Student Achievement
- Student Progress Domain
- Domain 2 - Student Progress
- Closing the Gaps Domain
- Domain 3 - Closing the Gaps
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Targeted support Identification data

## **Student Data: Assessments**

- (STAAR) current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Local benchmark or common assessments data
- Grades that measure student performance based on the TEKS

## **Student Data: Student Groups**

- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation 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**

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data

- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

### **Employee Data**

- Professional learning communities (PLC) 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
- Equity data
- TTESS data
- T-PESS data

### **Parent/Community Data**

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback

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





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

# Goals

**Goal 1:** Students will achieve success through meaningful learning experiences, innovative pathways, and personalized opportunities.

**Performance Objective 1:** Literacy: NISD 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 Sources:** Lesson plans, CBA/STAAR/MAP/iReady data, RtI and HB4545 effective advisory review of grade reports,

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Implementation of content literacy across all content areas where students are reading and writing minimum of 3 days a week in each content area. <b>Strategy's Expected Result/Impact:</b> Increase in students content comprehension and vocabulary. Track and monitor student performance levels through MAP testing. <b>Staff Responsible for Monitoring:</b> Campus Administration, Department Head, Teachers and SSF	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Campus wide implementation of AVID strategies for all classes using the same terminology and strategies to annotate text. <b>Strategy's Expected Result/Impact:</b> All classes using the same vocabulary and strategy to teach students how to annotate and break down text. Student comprehension levels increasing and reading scores increasing on STAAR in all grade levels. <b>Staff Responsible for Monitoring:</b> Campus Administration ,Department Heads AVID Site Team, ILT	Formative			Summative
	Nov	Jan	Mar	May
<div>  0% No Progress            100% Accomplished            Continue/Modify            Discontinue         </div>				

**Goal 1:** Students will achieve success through meaningful learning experiences, innovative pathways, and personalized opportunities.





**Performance Objective 2:** Academic Progress: NISD will increase student performance in all content areas through rigorous instruction designed to meet the needs of every child, every day and ensure equitable access to learning with appropriate supports for success.

**Evaluation Data Sources:** Providing teacher common planning periods each day. Utilize our instructional coaches and curriculum coordinators to help teachers designs and plan rigorous instruction.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Increase student performances in all content areas through rigorous instruction designed to meet the needs of every child, every day and ensure equitable access to learning with appropriate supports for success. <b>Strategy's Expected Result/Impact:</b> Teachers are provided common planning periods daily to plan utilizing our instructional framework document. Utilizing our instructional coaches and curriculum coordinators to help teachers design, plan and implement rigorous instruction. Consistent walk throughs performed, data breakdown in ILT. <b>Staff Responsible for Monitoring:</b> Campus Admin, Department heads, ILT,	Formative			Summative
	Nov	Jan	Mar	May
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

**Goal 1:** Students will achieve success through meaningful learning experiences, innovative pathways, and personalized opportunities.





**Performance Objective 3:** College, Career, Military, and Life Readiness: NISD will ensure that every student is prepared to succeed in life after high school by developing strong social, emotional, and behavioral skills and by achieving College, Career, and Military Readiness (CCMR) status in order to attain their definition of personal success through personalized learning opportunities, equitable access free of institutional bias, and appropriate support for their chosen pathways.

Strategy 1 Details		Reviews			
<b>Strategy 1:</b> Pike ensures that students are prepared to succeed in life after high school by providing classes that students can explore high school, college and career interest such as ; Technology Applications, Project Lead the Way, Medical Terminology, Robotics etc. Pike also provides students with UIL, DI, Robotic and Chess club and Pike Ambassadors. <b>Strategy's Expected Result/Impact:</b> Provide students with the opportunity to develop a better idea of what high school pathway or academy they may be interested in and next steps beyond graduation. <b>Staff Responsible for Monitoring:</b> Counselors/Admin Team/CCR/CTE		Formative			Summative
		Nov	Jan	Mar	May
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>					

**Goal 2:** Northwest ISD will recruit, value, and retain an exceptional staff to create a rewarding learning environment.





**Performance Objective 1:** Faculty and Staff Support: NISD will support and value all employees by equipping staff with the appropriate culture, resources, and professional development to be successful in their role.

**Evaluation Data Sources:** Staff survey, open communication, walk throughs and TTESS evaluations.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> New teachers will go through coaching cycles with instructional coaches and APs. <b>Strategy's Expected Result/Impact:</b> New teachers feeling supported and having the resources and skills necessary for students to be successful in the classroom. <b>Staff Responsible for Monitoring:</b> Administration	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> New teachers assigned a mentor or buddy teacher on campus and month principal check in meetings. <b>Strategy's Expected Result/Impact:</b> New teachers knowing campus expectations and procedures. Decrease staff turnover rate from previous year.	Formative			Summative
	Nov	Jan	Mar	May
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Common planning periods for all subjects. <b>Strategy's Expected Result/Impact:</b> New teachers will have the opportunity to meet regularly with their department to plan and ensure they understand the campus procedures.	Formative			Summative
	Nov	Jan	Mar	May
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

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

**Performance Objective 1:** Equity and Diversity: NISD will embrace a diverse culture by encouraging cultural proficiency, eliminating bias, and intentionally increasing staff awareness in an effort to support and engage all students, staff, families, and communities.





Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Gather input from staff for next steps to encourage cultural proficiency, eliminate bias, and intentionally increase staff awareness in an effort to support and engage all students, staff, families, and communities. <b>Strategy's Expected Result/Impact:</b> Students, staff, and families feel that there are no barriers to success based on gender, race, religion, or sexual orientation. <b>Staff Responsible for Monitoring:</b> All Pike staff	Formative			Summative
	Nov	Jan	Mar	May
<div> <div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div> </div>				



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

**Performance Objective 2:** Financial Reform: NISD will embrace a culture of financial reform and continued transparency through strategic budget analysis and long-term financial planning.

**Evaluation Data Sources:** Budget analysis at the end of each quarter and the end of the year.

Strategy 1 Details		Reviews			
<b>Strategy 1:</b> Pike Middle School will follow district and campus guidelines on spending and find ways to help with financial reform. <b>Strategy's Expected Result/Impact:</b> Budget analysis end of the quarter and the year. <b>Staff Responsible for Monitoring:</b> Admin, Sponsors, Directors coaches and office manager.		Formative			Summative
		Nov	Jan	Mar	May
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**Goal 3:** Northwest ISD will create and foster an environment where all stakeholders are engaged in the transformational work of the NISD family.

**Performance Objective 3:** Safety and Security: NISD will continue efforts to provide safer learning environments for our students, staff, and community.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Pike Middle School will follow all district and campus safety procedures, policies, utilize our Safety and Security Team. <b>Strategy's Expected Result/Impact:</b> Staff, Student and parent surveys, as well as feedback from Safety Security on implementation of drills. <b>Staff Responsible for Monitoring:</b> Mrs. Driver, SRO Thomas, Admin.	Formative			Summative
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# Addendums



## Pike 2021-2022 Instructional Focus

### NISD Priority Goals

**Literacy:** NISD 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.

**Academic Progress:** NISD will increase student performance in all content areas through rigorous instruction designed to meet the needs of every child, every day and ensure equitable access to learning with appropriate supports for success.

**College, Career, Military, and Life Readiness:** NISD will ensure that every student is prepared to succeed in life after high school by developing strong social, emotional, and behavioral skills and by achieving College, Career, and Military Readiness (CCMR) status in order to attain their definition of personal success through personalized learning opportunities, equitable access free of institutional bias, and appropriate support for their chosen pathways.

**Equity and Diversity:** NISD will embrace a diverse culture by encouraging cultural proficiency, eliminating bias, and intentionally increasing staff awareness in an effort to support and engage all students, staff, families, and communities.

**Faculty and Staff Support:** NISD will support and value all employees by equipping staff with the appropriate culture, resources, and professional development to be successful in their role.

## Our 2021-2022 Campus Goal(s)

Strategic planning and collaborating to close achievement gaps.

- Our teachers have not had common planning time
- Our SpEd students are not showing consistent growth, due to lack of collaboration/ common planning between SpEd/ Gen Ed
- We have gaps due to COVID because of attendance and remote learning differences

The challenge we are working on improving in our instruction to meet our goals:

*Pike will close achievement gaps through strategic planning and collaboration*

*We have lacked consistency and understanding of what strong tier 1 instruction looks like across all content and grade levels and subpopulations.*

## Theory of Action (Centered around the Instructional Framework)

*Remember to focus on the EXPERIENCES, POTENTIAL, ACTIONS & RESULTS your team has discussed to help*

If we create a master schedule with common planning for grade level content teams,

and if we focus, study and model strong Tier 1 instructional practices in PLCs,

and if we have clear and consistent communication and collaboration between our Special education and general education departments

<i>you formulate your Theory of Action.</i>	
	Then we will improve student outcomes by closing achievement gaps.

## ACTION PLAN

As you develop your Campus Action Plan, keep the following questions in the forefront of your thinking:

- What experiences do your teachers bring to the table? What experiences do your teachers need to engage in to fully embrace the need for your campus POP?
- What potential do you want all teachers to see?
- How will you create the energy needed to start the wheels in motion?
- How will you continue to create energy and excitement related to your POP?

Action Step	Who will be involved?	What is our time frame?	How will we monitor our progress?
PLCs focused on intentional planning for strong Tier 1 instruction (Instructional Framework)	<ul style="list-style-type: none"> <li>• Assistant Principals,</li> <li>• Department Heads</li> <li>• District Curriculum Coaches</li> </ul>	2021-2022 school year	<ul style="list-style-type: none"> <li>• MAPS, CBAs and common assessments</li> <li>• Department heads will review team lesson plans</li> </ul>
Common Planning Period for core content area	<ul style="list-style-type: none"> <li>• Assistant Principals,</li> <li>• Department Heads</li> </ul>	2021-2022 school year	<ul style="list-style-type: none"> <li>• Focused Walk through form</li> </ul>
Advisory period utilized to provide small group instruction for ELA/Math	<ul style="list-style-type: none"> <li>• Assistant Principals,</li> <li>• Department Heads</li> <li>• Instructional coaches</li> </ul>	2021-2022 school year	<ul style="list-style-type: none"> <li>• MAPS, CBAs and common assessments</li> <li>• Rtl and HB4545 meetings</li> </ul>
Intentional planning for content literacy across all content areas	<ul style="list-style-type: none"> <li>• Assistant Principals,</li> <li>• Department Heads</li> <li>• Instructional coaches</li> </ul>	2021-2022 school year	<ul style="list-style-type: none"> <li>• Focused Walk through form</li> <li>• ILT</li> </ul>



# [Pike Middle School]

## 2021-2022

### Instructional Framework

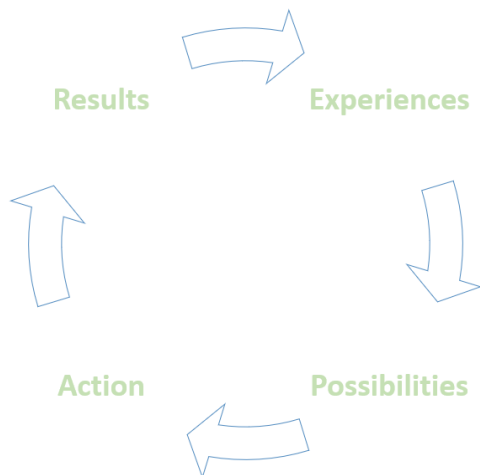
### Discussion



# PLANNING

## GUIDING QUESTIONS:

- ❖ What level of experience does our staff have with planning as described in our Instructional Framework?
- ❖ What possibilities do we see with improving instruction by strengthening our planning processes?
- ❖ What action do we need to take in planning to make sure that every student experiences strong teaching and learning in every class every day?
- ❖ What results do we expect to see as a result?



- (1-5) 1 being non existent and 5 strong
- We feel our campus is at a 3.5
- Possibilities: more consistency , more focused, taking ownership ,alignment, finding common goals or outcomes. Use resources
- Action: in addition to above we are going to ensure dedicated purposeful planning.
- Results: Better Solid Tier 1 Instruction, more sharing in PLC.

To maintain perpetual motion, how can we create energy and reduce friction related to planning?

Lead by example, model, team mentality, accountability, consistency, follow

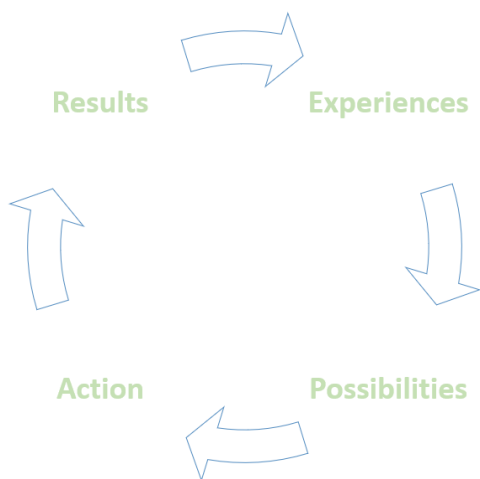
through. Overcoming our bad days and remaining positive and focused on our goals.



# INSTRUCTION

## GUIDING QUESTIONS:

- ❖ What level of experience does our staff have with instructional best practices as described in our Instructional Framework?
- ❖ What possibilities do we see with improving teaching and learning by strengthening our instructional practices?
- ❖ What action do we need to take with instructional practices to make sure that every student experiences strong teaching and learning in every class every day?
- ❖ What results do we expect to see as a result?



- (1-5) 1 being non existent and 5 strong
- We feel our campus is at a 3.5
- Possibilities: To measure growth, C4U
- Action: Focused Walkthroughs, shared lessons and progress, open discussions collaborations, observing other classrooms, coaching cycles.
- Results: Better Solid Tier 1 Instruction, more sharing in PLC and team meetings. Progress in RTI, MAP data.

To maintain perpetual motion, how can we create energy and reduce friction related to instructional practices?

Feedback that is direct and helps to align to the campus focus and keep PLC and



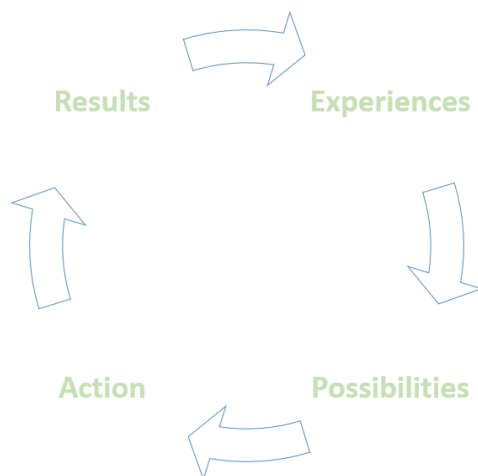
team meeting solutions based and focused on the campus POP.



# ASSESSMENT

## GUIDING QUESTIONS:

- ❖ What level of experience does our staff have with assessment as described in our Instructional Framework?
- ❖ What possibilities do we see with improving teaching and learning by strengthening our assessment practices?
- ❖ What action do we need to take with our assessment practices to make sure that every student experiences strong teaching and learning in every class every day?
- ❖ What results do we expect to see as a result?



- (1-5) 1 being non existent and 5 strong
- We feel our campus is at a 4 for providing assessment but a 2 on utilizing data.
- Possibilities are endless if we do it correctly.
- Actions: Intentional, data shared with teammates,
- Results: True planning based on data results, Open discussions utilizing teachers strengths and weaknesses.

To maintain perpetual motion, how can we create energy and reduce friction related to assessment practices?

Feedback that is direct and helps to align to the campus focus and keep PLC and team meeting solutions based and focused on the campus POP.



# LEARNING ENVIRONMENT

- ❖ What level of experience does our staff have with learning environment as described in our Instructional Framework?
- ❖ What possibilities do we see with improving teaching and learning by strengthening our learning environment?
- ❖ What action do we need to take with learning environment to make sure that every student experiences strong teaching and learning in every class every day?
- ❖ What results do we expect to see as a result?



- (1-5) 1 being non existent and 5 strong
- We feel our campus is at a 4!
- Possibilities: We need to continue to grow and ensure we have a campus expectation of what a positive learning environment looks and feels like.
- Action: Non-negotiables (greetings, etc.)
- Results: Positive culture across campus, welcoming and accepting to all.

To maintain perpetual motion, how can we create energy and reduce friction related to learning environment?

Consistent rituals and routines that align with campus goals, observing

other classrooms, modeling.

# Pike Middle School

Our campus goal(s): Strategic planning and collaborating to Close Achievement gaps.

## CHALLENGE DEFINITION

The need or challenge that we are addressing is:

Solid Tier 1 Instruction campus wide

Why?

Lack consistency and understanding of what good Tier 1 instruction looks like

Why?

Lack of clear consistent expectations

Why?

Inconsistent communication between Sped Dept. and General Education/Core

Why?

Lack of communication between and within departments

Why?

Individual versus team mindset

**Our problem of practice that we need to focus on is:**

Pike will close achievement gaps through strategic planning and collaboration.

**Northwest Independent School District**  
**Tidwell Middle School**  
**2021-2022 Campus Improvement Plan**



# Mission Statement

Tidwell Middle School will challenge all students to achieve excellence in a wide range of academic, athletics and fine arts activities. With a focus on high and clear expectations, a relevant curriculum, and appropriate safety nets, our students will leave our campus ready and prepared for any course of study they choose at the high school level.

## Vision

At Tidwell Middle School, we strive to provide EXCELLENCE for EVERY STUDENT, in EVERY SUBJECT, EVERY DAY!

## 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.

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# Comprehensive Needs Assessment

## Needs Assessment Overview

The Tidwell Needs Assessment for demographics, student learning, school processes and programs and perceptions was based upon STAAR performance data, district assessments, district surveys, along with teacher, staff and parent feedback. With our focus for the 2021-22 school year to increase expectations for all students through essential and rigorous tier 1 instruction, a particular area we continue to improve upon is writing, literacy and reading levels for all students.

# Demographics

## Demographics Summary

Teachers and Administrators show a high level of involvement with our students, parents, and student groups. Sub-pops: Tidwell is a comprehensive middle school that offers courses through a validated curriculum. Classes range from applied (for more focused targeted, small group, coursework with students who need additional assistance, to general education, to pre-advanced placement courses). Our special education and At-risk students receive services through inclusion support and RTI as well. Our sub population is 22% Hispanic, 11% African American, 7% Asian, 1% 2 or more and White 59%. With 13% Economically Disadvantaged, 27% At-Risk, 15% Gifted and Talented, 8% Special Education and 5% ELL. Our total student population is 1,039 plus. In what programs do we have the most participation? Fine Arts and Athletics. What about the least participation? Destination Imagination. Do our opportunities match our belief systems? We have the belief that kids come first, the majority of our campus teachers do something outside of the classroom because of kids. Everything from tutoring to attending athletic events and fine arts events. StuCo, NJHS, UIL Academics, Fine Arts, Athletics, SEL, GT and so much more. All stakeholders believe that all students at Tidwell Middle School can achieve high levels of success, and our goal is to increase the expectations for all students through effective and rigorous Tier 1 instruction. As a result, we believe our participation in Honors and high school credit course will increase. The discipline at Tidwell is a continuing implementation of discipline strategies with Restorative Practices and a Character Strong character development curriculum at the heart of our focus.

## Demographics Strengths

Tidwell is strong in the area of academics and positive relationships. Our Fine Arts and Athletics participation is very high. We also have a high number of students participating in Honors and high school credit courses. All students work at passing all of their classes so they can be eligible to perform. Band and Theater Arts increased numbers participating. The support systems we have in place are targeted tutorials and we regularly conference and communicate with parents. RtI systems track and support through 504 accommodations and Individual Education Plans. We know that Tidwell does well in academics overall because our overall STAAR results.

## Problem Statements Identifying Demographics Needs

**Problem Statement 1:** Tidwell strives to increase the number of students enrolled in Honors courses and high school credit courses. Currently, 70% of our 6th grade students, 69% 7th grade students, and 82% of our 8th grade students are enrolled in Honors courses and high school credit courses. **Root Cause:** Increased level of expectations will be raised for all students.

# Student Learning

## Student Learning Summary

In 2020, the following is how Tidwell students scored on STAAR performance exams in comparison to the state average:

Grade 6 Reading: 83% to 68%

Grade 6 Math: 91% to 81%

Grade 7 Reading: 89% to 76%

Grade 7 Math: 88% to 75%

Grade 7 Writing: 83% to 70%

Grade 8 Reading: 96% to 86%

Grade 8 Math: 97% to 88%

Grade 8 Science: 97% to 81%

Grade 8 Social Studies: 85% to 69%

Algebra I: 100% to 85%

## Student Learning Strengths

Tidwell scored above the district average from the 2019-20 STAAR performance data in each of the ten assessments except for Grade 7 writing. Which leads to our focus for the 2021-22 school year to improve literacy and reading proficiency in all grade levels in order to improve upon our reading and writing assessment data. We have a high number of students taking Honors and high school credit courses (69% to 80% for each grade level). We continue to advocate for all student expectations to increase through essential and rigorous instruction focused on collaboration, communication, critical thinking and higher order questioning.

## Problem Statements Identifying Student Learning Needs

**Problem Statement 1 (Prioritized):** Tidwell students are not performing at a level of expectations we have for our students on the reading and writing STAAR assessments.

**Root Cause:** Literacy and reading are more of a focal point as we will track library circulation numbers and benchmark, MAP, and STAAR assessment data.

# School Processes & Programs

## School Processes & Programs Summary

Teachers collect pre and post assessments. Specific assessments can be used to collaborate through PLCs vertically aligning concepts with grade levels. Teachers are able to use data from assessments to reteach and plan for misconceptions. The programs that provide intervention are Learning Labs, iReady, Tutorials, Titan Time Enrichment, UIL, Imagine Math, etc. We ensure that needs are analyzed and prioritized through ILT, OLT, SBDC, Department and Grade Level collaboration. We intentionally support all students through Titan Time, Character Strong curriculum during Advisory, Restorative Practices, Math and Literacy Labs.

## School Processes & Programs Strengths

Fine Arts, Athletics, NJHS, STUCO, Restorative Practices, are programs at Tidwell that are thriving. The strengths our campus shows regarding expectations for students to engage in authentic work and solve complex problems is via note-taking, asking and answering high level questions, working collaboratively, writing and reading in every content. Strengths in our instructional planning is a very high level of collaboration among the teachers. PLCs impact students through data dives and thorough planning and discussions about student data, instruction, and student learning. Our PLCs meet weekly to ensure vertical alignment, collaborative lesson planning, creating formative assessments and student data analysis.

## Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1 (Prioritized):** Tidwell will increase student performance in all content areas through Tier 1 instruction by creating a culture of high expectations. **Root Cause:** Due to extenuating circumstances and situations (some within our control and some outside of our control), student expectations have decreased over the last few years.

# Perceptions

## Perceptions Summary

Students and teachers describe your campus in a positive way for the most part. Tidwell has a positive school culture that focuses on being positive and uplifting. Sustaining our Instruction Leadership Team (ILT) and Operational Leadership Team (OLT) has improved planning and organization as well communication of those decisions. Teachers and staff have shown appreciation for the clear expectations and communication.

The ILT works to achieve these goals through:

- providing shared leadership for analyzing student achievement data, researching best practices, and prioritizing strategies that will maximize student achievement.
- improving school-wide communications on curriculum and instructional issues by serving as a feedback loop so that all teams will be able to function interdependently.
- providing a structured and systematic process for representing and involving the faculty in the decision making process related to curriculum, instruction and school goals.
- serving as a sounding board for the principal and faculty in testing new instructional related ideas and potential strategies for achieving school goals.
- planning in a proactive manner.
- utilizing our knowledge of how people learn: identifying misconceptions, building strong foundations of factual knowledge and using metacognitive strategies to focus on school-wide strategic design and accountability.

The OLT's role is everything beyond instruction and curriculum, but works to the support of teacher and student achievement.

Generally, our families describe Tidwell in a positive way, but as with any school, all parent perceptions are not the same. Many parent concerns have come forward during the 2021-22 school year about district transportation and there were initial frustrations about not offering a remote learning plan for 7th-8th grade.

As we continue to navigate through health and safety protocols in place, we intend to offer more support and outreach opportunities to our families and students. We plan to initiate some opportunities specific for community moms and dads.

## Perceptions Strengths

Some campus communication strengths to parents and the community are emails from teachers to home, calls, the bi-weekly principal Tidwell Newsletter through Google Sites, Grade Level Newsletters, Remind 101, Social Media: Facebook and Twitter. The systems in place that positively impact either discipline or attendance are Character Strong advisory curriculum and Restorative Practices. These programs help teach students the skills necessary to be

successful as students and learners. We provide support and encouragement. In line with Northwest ISD goals, Tidwell will continue to prioritize Social Emotional Learning for students and staff. Our attendance practices are in place with parent and student notification (calls and letters). We also utilize one of NISD's District's Truancy Intervention Counselors. The counselors at Tidwell work with all students in the area of student and character development while providing services and information to students that assist in their overall Social and Emotional well-being. Systems in place to help with parent involvement is that our PTA is actively involved and good at recruitment and retention. Our students are highly involved in athletics and fine arts programs and do very well in competitions

### **Problem Statements Identifying Perceptions Needs**

**Problem Statement 1:** Tidwell will continue to focus on the academic and emotional needs of every student. **Root Cause:** A continued focus on SEL and Restorative Practices will support teachers and students in the classroom and any remote learning platform that will ultimately increase student achievement.

# Priority Problem Statements

**Problem Statement 1:** Tidwell will increase student performance in all content areas through Tier 1 instruction by creating a culture of high expectations.

**Root Cause 1:** Due to extenuating circumstances and situations (some within our control and some outside of our control), student expectations have decreased over the last few years.

**Problem Statement 1 Areas:** School Processes & Programs

**Problem Statement 2:** Tidwell students are not performing at a level of expectations we have for our students on the reading and writing STAAR assessments.

**Root Cause 2:** Literacy and reading are more of a focal point as we will track library circulation numbers and benchmark, MAP, and STAAR assessment data.

**Problem Statement 2 Areas:** Student Learning

# Comprehensive Needs Assessment Data Documentation

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

## **Improvement Planning Data**

- District goals
- Campus goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements
- Covid-19 Factors and/or waivers







# Goals

**Goal 1:** Students will achieve success through meaningful learning experiences, innovative pathways, and personalized opportunities.

**Performance Objective 1:** Tidwell Middle School increase student performance in all content areas through Tier 1 instruction by creating a culture of high expectations.

**Evaluation Data Sources:** T-TESS evaluations, Classroom Walkthroughs, Calibrated Learning Walks, Lesson Plans, CBAs, Unit Assessments, Benchmarks and STAAR.





Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Tidwell Middle School will increase student academic performance in all content areas through rigorous instruction designed to meet the needs of every student. We do this in order to ensure equitable access to learning with appropriate supports for success for both in-person and remote learners. <b>Strategy's Expected Result/Impact:</b> An increase in unit assessments, benchmarks, and STAAR results along with a decrease in course failures and less missing classroom assignments. <b>Staff Responsible for Monitoring:</b> Admin, Teachers, Counselors	Formative			Summative
	Nov	Jan	Mar	May

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

**Goal 1:** Students will achieve success through meaningful learning experiences, innovative pathways, and personalized opportunities.

**Performance Objective 2:** Tidwell Middle School aims to increase student academic performance in all content areas through rigorous instruction designed to meet the needs of every student.





**Evaluation Data Sources:** T-TESS evaluations, Classroom Walkthroughs, Calibrated Learning Walks, Lesson Plans, CBAs, Unit Assessments, Benchmarks and STAAR.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Tidwell will increase overall student academic performance in all content areas. This will be done through focused instructional strategies that scaffold challenges of students. Lesson choice will also be an option for students to show mastery of content. <b>Strategy's Expected Result/Impact:</b> We will monitor through our district/campus data and have check points throughout the year (end of each nine weeks). <b>Staff Responsible for Monitoring:</b> Admin, Teachers, Counselors	Formative			Summative
	Nov	Jan	Mar	May
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

**Goal 1:** Students will achieve success through meaningful learning experiences, innovative pathways, and personalized opportunities.

**Performance Objective 3:** Tidwell Middle School 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 Sources:** Library circulation numbers, classroom teacher feedback, English assessment data, classroom walkthroughs and observations, unit assessments, benchmarks and STAAR.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> The teachers and staff at Tidwell will provide intervention to support differentiated student lessons and levels of learning at Tiers I, II and III as we continue to review and implement our student RtI plans. increase overall student academic performance in all content areas. This will be done through focused instructional strategies that scaffold challenges of students. Lesson choice will also be an option for students to show mastery of content. <b>Strategy's Expected Result/Impact:</b> Struggling students will have more opportunity to read on or above grade levels. Students will be provided with instruction that meets their current level of performance and make individual academic progress. <b>Staff Responsible for Monitoring:</b> Teachers, Special Services Staff, Administration	Formative			Summative
	Nov	Jan	Mar	May
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

**Goal 1:** Students will achieve success through meaningful learning experiences, innovative pathways, and personalized opportunities.

**Performance Objective 4:** Maintain a positive campus culture built relationships that challenge students to excel and maximize their potential.

**Evaluation Data Sources:** Classroom Walks, Discipline Referrals, Identification of Repeat Offenders, Student Grades, Staff Surveys and Feedback.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Through the use of our Advisory content (Character Strong and student choice board), Restorative Practices, strong relationships will be built among the students and teachers. With an "in-depth" understanding of each student's academic needs, teachers will know how to provide the support a student will need to be successful. <b>Strategy's Expected Result/Impact:</b> Students that receive individualized support will be successful in their academic pursuits. <b>Staff Responsible for Monitoring:</b> Students that receive individualized support will be successful in their academic pursuits.	Formative			Summative
	Nov	Jan	Mar	May
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

**Goal 2:** Northwest ISD will recruit, value, and retain an exceptional staff to create a rewarding learning environment.

**Performance Objective 1:** Tidwell Middle School will selectively recruit and hire staff members, provide ongoing pertinent professional development, celebrate campus success, and create an engaging and meaningful work environment for staff.





**Evaluation Data Sources:** Applitrack employment applications, T-TESS evaluations, interview panels, classroom walkthroughs, calibrated learning walks, and student data.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Tidwell Middle School will increase efficacy in all staff members by reimplementing department PLC meetings in the morning and providing common planning times. <b>Strategy's Expected Result/Impact:</b> Vertically and horizontally aligned lesson plans to increase higher levels of student instruction and learning while eliminating random variation. <b>Staff Responsible for Monitoring:</b> Teachers, Department Coaches, Department Chairs, Administration	Formative			Summative
	Nov	Jan	Mar	May
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

**Goal 2:** Northwest ISD will recruit, value, and retain an exceptional staff to create a rewarding learning environment.

**Performance Objective 2:** Tidwell Middle School will use an improved support system for first year teachers and new teachers to Tidwell.





**Evaluation Data Sources:** Ongoing Surveys, feedback from first-year teachers, mentors and campus administrators, and retention rate of first-year teachers.

Strategy 1 Details		Reviews			
<b>Strategy 1:</b> All new teachers to Tidwell will receive ongoing support from their mentor and our new campus teacher coordinator with monthly meetings and coaching from administration, department coaches, the department chair and their mentor teacher. <b>Strategy's Expected Result/Impact:</b> Stronger teachers who grow professionally in a safe, collaborative working environment. <b>Staff Responsible for Monitoring:</b> Mentor Coordinator, Teachers, Administration		Formative			Summative
		Nov	Jan	Mar	May
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>					

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

**Performance Objective 1:** Tidwell Middle School Admin will send a bi-weekly newsletter message to students and families. We will maintain grade specific sites that serve as additional newsletters for students and families. We will use social media outlets (FaceBook, Twitter, Remind 101) to communicate with families. Admin will send a regular update email to staff with pertinent and necessary updates and information.





**Evaluation Data Sources:** Parent surveys, staff surveys, family and student feedback.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Communicate effectively and timely through campus newsletters and campus social media accounts. <b>Strategy's Expected Result/Impact:</b> Increased campus and culture climate. <b>Staff Responsible for Monitoring:</b> Administration	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

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

**Performance Objective 2:** Tidwell Middle School will respond to the challenges of COVID-19 with the support of NISD. We will abide by state and local guidance, in effort to ensure instructional continuity and support the health and safety for all.

**Evaluation Data Sources:** NISD COVID-19 Dashboard data (Tidwell Dashboard data), continued reminders announced / focused about COVID-19 Safety Protocols and documentation of COVID-19 Safety Protocols.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Develop and sustain campus specific practices to support NISD Health and Safety protocols regarding COVID-19, effectively communicate procedures and practices with all of our stakeholders, and consistently implement and carry out practices on a daily basis. <b>Strategy's Expected Result/Impact:</b> Reduce and minimize any infection clusters of students or staff from COVID-19, reducing absenteeism due to quarantine or infection due to illness. <b>Staff Responsible for Monitoring:</b> Teachers, Staff, Administration, Nurse, Campus COVID Contacts	Formative			Summative
	Nov	Jan	Mar	May
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				



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

**Performance Objective 3:** Tidwell Middle School will continue to embrace a diverse culture by encouraging cultural proficiency, eliminating bias and intentionally increasing staff awareness in effort to support and engage all students, staff and families.

**Evaluation Data Sources:** Continued promotion and focus of campus culture. Student and family feedback and parent surveys.

Strategy 1 Details		Reviews			
<b>Strategy 1:</b> Continue to gather insight from our Tidwell staff regarding the next steps to encourage cultural proficiency, eliminate bias and intentionally increase staff awareness in an effort to support and engage all students, staff, families and communities. <b>Strategy's Expected Result/Impact:</b> Students, staff, and families feel that there are no barriers to success based on gender, race or religion. <b>Staff Responsible for Monitoring:</b> Teachers, Staff, Administration		Formative			Summative
		Nov	Jan	Mar	May
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>					

# Addendums

# John M. Tidwell Middle School

Our campus goal(s): At Tidwell Middle School, our goal is to increase student performance in all content areas through Tier 1 instruction by creating a culture of high expectations.

## CHALLENGE DEFINITION

The need or challenge that we are addressing is:

Decrease in student achievement

Why?

Lack of consistency in learning

Why?

Instructional practices were altered

Why?

To meet students where they are at

Why?

Student complacency became the norm

Why?

Sympathy instead of empathy

Our problem of practice that we need to focus on is:

Increasing expectations for all students

# Areas to focus on

- Assessment
  - Not just a test
  - Making them authentic
- Reflection and Feedback
- High-level questioning
- Success criteria
- Consistency across the board
- Learning environment
  - Build campus culture



## Tidwell Middle School

### 2021-22

### Instructional Focus

#### NISD Priority Goals

**Literacy:** NISD 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.

**Academic Progress:** NISD will increase student performance in all content areas through rigorous instruction designed to meet the needs of every child, every day and ensure equitable access to learning with appropriate supports for success.

**College, Career, Military, and Life Readiness:** NISD will ensure that every student is prepared to succeed in life after high school by developing strong social, emotional, and behavioral skills and by achieving College, Career, and Military Readiness (CCMR) status in order to attain their definition of personal success through personalized learning opportunities, equitable access free of institutional bias, and appropriate support for their chosen pathways.

**Equity and Diversity:** NISD will embrace a diverse culture by encouraging cultural proficiency, eliminating bias, and intentionally increasing staff awareness in an effort to support and engage all students, staff, families, and communities.

**Faculty and Staff Support:** NISD will support and value all employees by equipping staff with the appropriate culture, resources, and professional development to be successful in their role.

## Our 2021-22 Campus Goal(s)

At Tidwell Middle School, our goal is to increase student performance in all content areas through Tier 1 instruction by creating a culture of high expectations.

## The challenge we are working on improving in our instruction to meet our goals:

To improve our Tier 1 instruction,

Increase expectations for all students

2019-2021: To ensure ALL students experience the same high levels of engagement and learning in every classroom every day that is grounded in what we know about how people learn, **we need to build positive relationships and provide personalized learning to maximize each student's potential.**

**To close learning gaps through Tier 1 instruction** ensuring ALL students experience the same high levels of engagement and learning consistently in every classroom, every day by designing authentic assessments, using reflection and feedback through high level questioning, and clearly communicated success criteria in all content areas.

## Theory of Action (Centered around the Instructional Framework)

*Remember to focus on  
the EXPERIENCES,  
POTENTIAL,*

If we,  
Create authentic assessment opportunities for our  
students

And if we,  
Intentionally plan for reflection and purposeful  
feedback through high-level questioning

<p><i>ACTIONS &amp; RESULTS your team has discussed to help you formulate your Theory of Action.</i></p>	
	And if we, create a culture of high-expectations
	Then we, Will increase student performance across Tier 1 instruction

<p><b>ACTION PLAN</b></p> <p>As you develop your Campus Action Plan, keep the following questions in the forefront of your thinking:</p> <ul style="list-style-type: none"> <li>• What experiences do your teachers bring to the table? What experiences do your teachers need to engage in to fully embrace the need for your campus POP?</li> <li>• What potential do you want all teachers to see?</li> <li>• How will you create the energy needed to start the wheels in motion?</li> <li>• How will you continue to create energy and excitement related to your POP?</li> </ul>			
Action Step	Who will be involved?	What is our time frame?	How we will monitor our progress?
Scheduled planning time with content/grade level	Grade-level content teams	Weekly	Walkthroughs, conversations in department meetings, PLCs
Utilize staff development opportunities for teacher leaders to model best teaching practices	ILT/OLT Whole-Staff	Weekly	Staff Meetings, ILT/OLT, PLCs
Utilizing PLCs to discuss the evidence of student progress and design authentic assessments	PLCs	Weekly	PLC minutes

Being consistent with expectations at the beginning and throughout the year	Whole-Staff	Daily	Discipline referrals, Observation
Peer-teacher walkthroughs with designed look fors that align with the campus goal.	Whole-staff	Monthly/quarterly	Reflection Form
Use Character Strong and NISD resources to build SEL skills	Whole-staff	Weekly	Student Reflection data



# **Northwest Independent School District**

## **Wilson Middle School**

### **2021-2022 Campus Improvement Plan**



# 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.

## Truett Wilson Middle School

# Campus Vision

At Wilson, we are committed to preparing our students for high school through a rigorous, aligned curriculum. Students are actively engaged and accountable for their own learning and personal growth in a safe environment.

# Campus Mission

At Wilson Middle School, we believe in the Wildcat Way:

Our **attitude** is what we make it

Our **character** is above reproach

And we give our best **effort** in everything we do

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# Comprehensive Needs Assessment

## Needs Assessment Overview

Our overall needs to be addressed are closing student achievement gaps through targeted interventions, meeting the needs of the whole person through social and emotional learning and health and safety practices, and engaging all learners (in person and remote).

# Demographics

## Demographics Summary

Wilson Middle School serves the JC Thompson, Haslet, Peterson, and Sendera Ranch Elementary feeder pattern with 1300 students enrolled 6th through 8th grade (a 25% increase in enrollment since 2020-2021 and a 30% since 2019-2020). The large growth this year is due to a new attendance boundary which added students from the Peterson Elementary feeder pattern to Wilson. The ethnic diversity of our campus increases as our community continues to build more homes and follow area growth patterns, including our number of English Language Learners (up 50% since last year).

	2019	2020	2021
White	64%	62%	<b>54%</b>
Hispanic	22%	22%	<b>24%</b>
AA	10%	13%	<b>15%</b>
*	4%	3%	<b>7%</b>

\*Asian, Pacific Islander, Native American, 2 or more Races

	2019	2020	2021
Receive SPED Services	14%	15%	15%
Do Not Receive SPED	88%	85%	85%

	2019	2020	2021
Receive Section 504 Services	12%	12%	12%
Do Not Receive Section 504 Services	88%	88%	88%

	2019	2020	2021
ELL	4%	4%	7%
Non-ELL or Declined to Answer	96%	96%	93%

**2019 2020 2021**

At Risk Students	36%	39%	31%
Not At Risk (as defined by PEIMS)	64%	61%	69%

**Demographics Strengths**

Athletics and Fine Arts are excelling in our feeder pattern competition/cohort groups. Fine Arts is our largest participation block, with athletics as second. UIL Academics has strong leadership, participation, and performance in district competition.

**Problem Statements Identifying Demographics Needs**

**Problem Statement 1:** How will we engage the grade 7 - 8 students who went to another middle school last year into Northwest ISD and the Wilson Wildcat Way? **Root Cause:** Over 200 new to NISD or new to Wilson 7 - 8th graders

# Student Learning

## Student Learning Summary

Wilson's 2019 Accountability Rating was an "A" overall. Student Achievement and Closing the Gaps also earned "A" ratings, and School Progress earned a B rating. Overall, two distinctions were earned due to student progress as compared to our 40 comparison schools. These distinctions were in "Comparative Academic Growth" and "Comparative Closing the Gaps". Our campus was not identified as needing comprehensive or targeted support by the state.

For 2020-2021, STAAR performance across the district was not on par with our past performances, and Wilson students were not an exception to this pattern.

## Student Learning Strengths

Average performance of students with special education services on STAAR math tests is increasing towards the campus average. Intervention classes are available for math and literacy students to provide support in achieving grade level mastery.

## Problem Statements Identifying Student Learning Needs

**Problem Statement 1 (Prioritized):** What indicators of academic growth will we use to monitor student achievement and how will we address achievement gaps? **Root Cause:** Student achievement still shows that we are not performing at pre-pandemic levels as a campus and individual students are not making grade level progress.



# School Processes & Programs

## School Processes & Programs Summary

Wilson has leadership teams that work to analyze and prioritize campus needs. The department leads work with Professional Learning Communities to analyze student performance, adjust instruction, and monitor progress through walkthroughs. The grade level leads support cultural and operational needs, including assemblies and Response to Intervention protocols. Our daily advisory classes allow for social emotional lessons, enrichment activities, and targeted interventions.

## School Processes & Programs Strengths

We have strong systems for communication between campus shareholders.

## Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1 (Prioritized):** How will we maintain community health, both physical and social/emotional, for both students and staff? **Root Cause:** COVID-19 Impact continues on students and staff, staffing shortages in the district leading to increased workload on staff

# Perceptions

## Perceptions Summary

Our campus is a positive place and a hub for learning in our community. Our neighborhood reaches out to the school in crisis and generally feel that our school is a warm, safe, and caring place for their children. There is a direct correlation between a higher level of involvement in campus groups and a greater positive feeling about campus. In typical years, students have an opportunity to be involved in extracurricular groups and events like Purple Out, The Big Event, school dances, and more. Parents participate in the PTA, campus parent groups tied to Fine Arts and Athletics, and virtually via Facebook, Twitter, and Instagram. Our staff consists of about 90 adults, with, on average, 7 new staff members onboarding each year. This year, we onboarded 21 new staff members due to an increased number of students and hiring/transferring the staff to support our students.

## Perceptions Strengths

Our community continues to be involved, even with the limitations of on-campus activities due to COVID-19 health restrictions. Parents and the community stay informed through a strong social media presence (two way communication) and parent newsletters. Student learning is accessible through our digital learning platform Moodle and on our Family Webpage. Discipline and attendance are internally motivated by our campus culture (#WildcatWay) and externally through incentives like music in the courtyard, spirit days, etc.

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1 (Prioritized):** How will we improve our environment with respect to equity and access for all learners? **Root Cause:** Beliefs and biases that impact equal access and support for all learners

# Priority Problem Statements

**Problem Statement 1:** How will we maintain community health, both physical and social/emotional, for both students and staff?

**Root Cause 1:** COVID-19 Impact continues on students and staff, staffing shortages in the district leading to increased workload on staff

**Problem Statement 1 Areas:** School Processes & Programs

**Problem Statement 2:** What indicators of academic growth will we use to monitor student achievement and how will we address achievement gaps?

**Root Cause 2:** Student achievement still shows that we are not performing at pre-pandemic levels as a campus and individual students are not making grade level progress.

**Problem Statement 2 Areas:** Student Learning

**Problem Statement 3:** How will we improve our environment with respect to equity and access for all learners?

**Root Cause 3:** Beliefs and biases that impact equal access and support for all learners

**Problem Statement 3 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 goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers

## Accountability Data

- Local Accountability Systems (LAS) data

## Student Data: Assessments

- State and federally required assessment information
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- PSAT
- Student failure and/or retention rates
- Local benchmark or common assessments data
- Observation Survey results

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and progress
- 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 progress
- 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/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, gender, etc.
- Career and Technical Education (CTE) data, including coherent sequence coursework, program growth and student achievement by race, ethnicity, gender, etc.
- 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
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data

**Employee Data**

- Professional learning communities (PLC) 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
- TTESS data
- T-PESS data

**Parent/Community Data**

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback

**Support Systems and Other Data**

- Capacity and resources data
- Budgets/entitlements and expenditures data

# Goals

**Goal 1:** Students will achieve success through meaningful learning experiences, innovative pathways, and personalized opportunities.

**Performance Objective 1:** Literacy: NISD 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 Sources:** The following performance measures assess, evaluate, and monitor student literacy achievement and allow for analysis between campuses and student groups:





PreK: End-of-Year Kindergarten Readiness Assessment

K-3: DRA; EDL; MAP; and Lexia

4-8: STAAR Reading passing level

4 and 7: STAAR Reading passing level

High School: English End-of-Course 1 and 2 Passing level

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Targeted interventions in Literacy Labs and Advisories <b>Strategy's Expected Result/Impact:</b> Targeted support through Power Up and instructional activities to help those students who are not on grade level in reading or writing <b>Staff Responsible for Monitoring:</b> ELA teachers, Student Services Facilitator	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Daily choice reading for students in ELA classes, weekly choice reading in Advisory, weekly choice reading in Math, Science, and Social Studies classes. <b>Strategy's Expected Result/Impact:</b> Increase independent choice reading minutes (2.25 hours a week) on campus Improve Lexile levels Improve vocabulary <b>Staff Responsible for Monitoring:</b> All advisory teachers All core content teachers	Formative			Summative
	Nov	Jan	Mar	May
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Supporting literacy in Tier 1 Instruction through vocabulary and text structures. <b>Strategy's Expected Result/Impact:</b> Improving reading comprehension in all disciplines. <b>Staff Responsible for Monitoring:</b> Classroom teachers	Formative			Summative
	Nov	Jan	Mar	May
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

**Goal 1:** Students will achieve success through meaningful learning experiences, innovative pathways, and personalized opportunities.





**Performance Objective 2:** Academic Progress: NISD will increase student performance in all content areas through rigorous instruction designed to meet the needs of every child, every day and ensure equitable access to learning with appropriate supports for success.

**Evaluation Data Sources:** The following measures will be used to determine student academic progress:

NISD will increase the number of students achieving the Meets level distinction on STAAR/EOC by 5%.

NISD will increase the number of students achieving the Masters level distinction on STAAR/EOC by 5%.

NISD will improve the percentage of students that achieve a year or more growth, as measured by the academic growth measure on STAAR/EOC, by 10%.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> In order for all students to gain at least 1 year of academic growth and for at-risk students to gain more than a year of growth, we must appropriately identify students in need of intervention, match students to appropriate interventions, and utilize data in a timely manner to adjust support through the year. Data will include, but is not limited to CBAs, MAPS testing, and classroom performance.  <b>Strategy's Expected Result/Impact:</b> All students to gain more than a year of academic progress and transition to less restrictive environments (move Tiers in RTI, move levels in TELPAS, etc.)  <b>Staff Responsible for Monitoring:</b> Classroom teachers, curriculum writers, Comp Ed tutors, AVID tutors, RTI and SPED services, HB4545 Administrator	Formative			Summative
	Nov	Jan	Mar	May
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

**Goal 1:** Students will achieve success through meaningful learning experiences, innovative pathways, and personalized opportunities.

**Performance Objective 3:** College, Career, Military, and Life Readiness: NISD will ensure that every student is prepared to succeed in life after high school by developing strong social, emotional, and behavioral skills and by achieving College, Career, and Military Readiness (CCMR) status in order to attain their definition of personal success through personalized learning opportunities, equitable access free of institutional bias, and appropriate support for their chosen pathways.

**Evaluation Data Sources:** 80% of eligible students achieving at least one CCMR indicator through TSI, ACT, SAT, Industry-Based Certifications, AP-3+, Dual Credit, OnRamps and Applied Associates Degree, Completed IEP Workforce Ready, US Armed Forces Enlistment Status.

30% of eligible students achieving at least two CCMR indicators through TSI, ACT, SAT, Industry-Based Certifications, AP-3+, Dual Credit, OnRamps and Applied Associates Degree, Completed IEP Workforce Ready, US Armed Forces Enlistment Status.

Increase percent of students earning college scholarships.

Increase percent of students passing Algebra EOS enrolled in Strategic math class.

Improve Students' Social-Emotional Skills as measured by 8th Graders Tripod assessment.





Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Provide well developed daily Advisory Lessons and increase information about and access to Elective and Academy Opportunities  <b>Strategy's Expected Result/Impact:</b> Students will experience more personalized learning Students social emotional connection to our campus community will be strengthened Attendance rates will stay high (illness excluded) Maintain high level of acceptance rates to district academies  <b>Staff Responsible for Monitoring:</b> Advisory teachers CCR teachers Counselors CTE Administrator	Formative			Summative
	Nov	Jan	Mar	May
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				



**Goal 2:** Northwest ISD will recruit, value, and retain an exceptional staff to create a rewarding learning environment.





**Performance Objective 1:** Recruit and retain a highly-effective diverse staff by providing an inclusive, supportive, and engaged culture that values employee differences and expertise.

**Evaluation Data Sources:** Employee designation data  
Retention data

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Provide opportunities for leadership (grade level, department, SEL committee, diversity committee) and provide opportunities for support (appreciation events, EAP access and followup) <b>Strategy's Expected Result/Impact:</b> Staff to feel valued and supported, both as practitioners and as people. <b>Staff Responsible for Monitoring:</b> Administrators, grade level leads, department leads, counselors, HR	Formative			Summative
	Nov	Jan	Mar	May
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				





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

**Performance Objective 1:** COVID-19: NISD will respond to the challenges of COVID-19, as well as abide by state and local guidance, in an effort to ensure instructional continuity and support the health and safety of all.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Develop campus specific practices to support NISD Health and Safety protocols, communicate those practices to all shareholders, and implement with success on a daily basis <b>Strategy's Expected Result/Impact:</b> Minimize infection clusters for COVID-19, reducing absenteeism due to quarantine or infection. <b>Staff Responsible for Monitoring:</b> Administrators, nurse	Formative			Summative
	Nov	Jan	Mar	May
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

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

**Performance Objective 2:** Diversity: NISD will embrace a diverse culture by encouraging cultural proficiency, eliminating bias, and intentionally increasing staff awareness in an effort to support and engage all students, staff, families, and communities.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Gather input from staff for next steps to encourage cultural proficiency, eliminate bias, and intentionally increase staff awareness in an effort to support and engage all students, staff, families, and communities. <b>Strategy's Expected Result/Impact:</b> Students, staff, and families feel that there are no barriers to success based on gender, race, religion, or sexual orientation. <b>Staff Responsible for Monitoring:</b> The entire NISD community	Formative			Summative
	Nov	Jan	Mar	May
<div>  0% No Progress            100% Accomplished            Continue/Modify            Discontinue         </div>				

# Addendums



## Wilson Middle School

### 2021-2022

### Instructional Focus

#### NISD Priority Goals

**Literacy:** NISD 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.

**Academic Progress:** NISD will increase student performance in all content areas through rigorous instruction designed to meet the needs of every child, every day and ensure equitable access to learning with appropriate supports for success.

**College, Career, Military, and Life Readiness:** NISD will ensure that every student is prepared to succeed in life after high school by developing strong social, emotional, and behavioral skills and by achieving College, Career, and Military Readiness (CCMR) status in order to attain their definition of personal success through personalized learning opportunities, equitable access free of institutional bias, and appropriate support for their chosen pathways.

**Equity and Diversity:** NISD will embrace a diverse culture by encouraging cultural proficiency, eliminating bias, and intentionally increasing staff awareness in an effort to support and engage all students, staff, families, and communities.

**Faculty and Staff Support:** NISD will support and value all employees by equipping staff with the appropriate culture, resources, and professional development to be successful in their role.

## Our 2021-2022 Campus Goal(s)

Appropriately plan and adjust **instruction**  
(identifying academic and SEL needs  
to enhance engagement and performance)

*Provide a brief explanation about why these are your campus goals based on your data*

STAAR data shows a decline in performance across the campus as compared to years prior. We need to consider the impact of our instruction on student performance, especially as we reinstate the common planning time we used in 2018. Discipline and assessment data also show that some specific student groups are not performing with their peers, and we need to be able to adjust our instruction and support to enhance the performance of all students.

The challenge we are working on improving in our instruction to meet our goals:

How to effectively adjust instruction or support for students not performing with their peers while maintaining high standards (both academically or behaviorally)

*Provide a brief explanation of WHY this is a challenge for your campus:*

Theory of Action (Centered around the Instructional Framework)	
<p><i>Remember to focus on the EXPERIENCES, POTENTIAL, ACTIONS &amp; RESULTS your team has discussed to help you formulate your Theory of Action.</i></p>	If we create protocols for collaborative planning time
	And if we use assessments throughout the lesson cycle to identify areas of adjustment
	And if we leverage research-based instructional strategies in response to assessment data
	And if those strategies are implemented in a productive/safe/healthy learning environment
	And if we provide professional learning opportunities,
	Then we will increase student performance in all content areas through rigorous instruction designed to meet the needs of every child, every day and ensure equitable access to learning with appropriate supports for success.

## ACTION PLAN

As you develop your Campus Action Plan, keep the following questions in the forefront of your thinking:

- What experiences do your teachers bring to the table? What experiences do your teachers need to engage in to fully embrace the need for your campus POP?
- What potential do you want all teachers to see?
- How will you create the energy needed to start the wheels in motion?
- How will you continue to create energy and excitement related to your POP?

Action Step	Who will be involved?	What is our time frame?	How we will monitor our progress?	Framework
Power of Words Training	Christie Hobbs, NISD Legal Counsel as trainer...ALL STAFF	August	Community, teacher, and student feedback	Learning Environment
Schedules & Structures for Meeting (whole staff, department, grade level dept., grade level whole)	Leadership Team	August	Calendars, Meeting attendance and participation, agenda archive	Planning
Using PLC to plan for lesson cycles and reflect based on assessment results	Department Leads and Teachers	All Year	Evidence of lesson plans in classroom observations, ability to share adjustments based on assessments, improved MAPS for math and ELA	Planning
Diversity, Equity, and Inclusion Learning	Diversity, Equity, and Inclusion Committee	All Year	Community and Teacher Feedback	Professional Development and Social and Emotional Learning
RTI and eSTAR Training	Math and ELA	By September	PLCs and RTI	Systems of Support and Success
MAPS	Math and ELA	All Year	MAPS results	Assessment
Create and Implement Student Support Matrix	Assistant Principals and Teachers	August for Creation, All Year for Implementation	Incident reports	Learning Environment
30 Hours PAW Tutoring	Math, ELA, Science(?)	All Year	____(need a system for monitoring)	Instruction



Interacting with Families and Responsible Adults Training	Counselors as trainers; all staff to implement	August, All Year for Implementation	Community and teacher feedback	Social and Emotional Learning
Support New to Wilson Teachers	Mentors, Department and Grade Level Leads, Administrators	August, All Year	Walkthroughs, PLCs, Grade Level Meetings, Employee Feedback	Instruction and Learning Environment