

Northwest Independent School District

Chisholm Trail Middle School

2022-2023 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

Needs Assessment Overview

Needs Assessment Overview Summary

The following staffing needs have been identified based on the campus needs assessment:

AST (Academic Support Teacher) Chisholm has an imbalanced MTSS distribution (*approximately 100 students in 2022 - 2023*), reflective of Tier I instructional inconsistencies and needs. This AST primary role and responsibility will be to close Tier 1 instructional gaps, ultimately reducing the number of students served in Tier 2 and 3 at the campus. Roles and responsibilities include, but are not limited to the following:

- Facilitate planning and implementation of curriculum, instruction, assessment, and technology. Model effective teaching strategies with students and peers. Provide mentoring, coaching, and support for campus teachers. Conduct professional development to support the district instructional program. Collaborate with appropriate district staff to implement the guaranteed and viable curriculum. Monitor student achievement data and interpret, report, and act on results. Participate as a member of the campus intervention team.
- Support the special academic needs of the Title I, at-risk, EB, and MTSS student through case management and direct instruction/intervention. This will also include working collaboratively with classroom teachers to close gaps between interventions and application in the classroom setting. This could include creating modifications/accommodations for key concepts, and provide differentiated instruction to meet individual learning needs.
- Support the delivery of tutorials for Tier 1 and Tier 2 students as outlined in HB 4545.
- Participate on Accountability Team as a case manager.
- Specifically, they will serve as Mentor Coordinator for the campus; will engage in coaching cycles in Reading and Math for all classroom teachers (*Teachers in Year 1 and 2 should have 2 full coaching cycles per year as a minimum.*) The Intervention Specialist will support grade level PLCs, Vertical Team Meetings, and deliver job embedded Professional Development. They will also desegregate data including CBAs, benchmark assessments, MAP assessments, Lexia, and Imagine Math. This data will be used to focus coaching cycles and grade level support. They will work with Tier 1, 2, and 3 students in the classroom and in intervention groups.

Intervention Specialist (Math, ELA, & EB): In order to respond appropriately to high numbers of students receiving Tier 2 and Tier 3 interventions, the Intervention Specialists primary role and responsibility will be intervene with students with Dyslexia and EB students according to district expectations. Specifically, these Intervention Specialists will support the following:

- Support the special academic needs of the at-risk, EB, and Dyslexic student through case management and direct instruction/intervention. This could include providing Dyslexia services if/when the case load exceeds what designated staff are able to support.
- Work collaboratively with classroom teachers to close gaps between interventions and application in the classroom setting. This could include creating modifications/accommodations for key concepts, and provide differentiated instruction to meet individual learning needs.
- Partner with other Title I Interventionist and campus administration to support Tier 1 intervention. This could include modeling, providing professional development, and pulling small Tier 1 or EB groups in the classroom during literacy and math instruction.
- Work with Title I, Tier 2 and 3 and/or EB students individually and/or in small groups (maximum of eight per small group at one time).
- Participate on Student Success Team and Accountability Team as a case manager.
- They will serve as the lead contact for MTSS and EB requirements (including TELPAS and LPACS).
- Maintain appropriate eStar documentation for MTSS students.

Communities in Schools is a partnership that has been identified as a need for the 2022 - 2023 school year. CIS directly supports families and students through education programs, mentor-ship, and tutorials. In addition the CIS helps meet the basic needs of students and families by providing weekend food, access to a clothes closet, school supplies,

and access to outside resources to meet individual family needs. Through CIS, students are afforded opportunities to participate in extra-curricular opportunities that otherwise would not exist.

EB Instructional Assistant - Provide intervention during the school day for EB students in mathematics and literacy. The EB Instructional Assistant would work in partnership with the Intervention Team to offer small group intervention in both a push-in and pull-out model to best support the needs of the students.

Demographics

Demographics Summary

Demographic Section:

White	Hispanic	African American	2 or More Races	Asian	Economically Disadvantaged	Special Education	504	Dyslexia	GT	EL	At-Risk	RTI	Homeless
51%	37%	9%	1 %	2%	51%	20%	11%	12 %	7%	5%	43%	15%	0

227 6th graders, 225 7th graders, and 228 8th graders = 680

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

Leader In Me campus

Active Partners In Education: Local Churches

Active and Involved PTSA

Game Day (aka: P.R.I.D.E. campus wide positive behavior/ leadership engagement initiative)

Student Council

National Junior Honor Society

Mentoring Programs

Volunteering/Community Service Initiative

Community In Schools - 100 student caseload

Demographics Strengths

Chisholm Trail Middle School continues to grow in diversity.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): At CTMS, our student diversity continues to grow as does the diversity of our student needs and learning levels. **Root Cause:** With the increasing number and demanding needs of our students, we are developing processes and resources to meet the varied instructional levels of our students while meeting their varied emotional/behavioral needs.

Student Learning

Student Learning Summary

Student Learning Section:

Grade Level & Test	2021 6th Grade Reading	2022 6th Grade Reading	2021 6th Grade Math	2022 6th Grade Math	2021 7th Grade Reading	2022 7th Grade Reading	2021 7th Grade Math	2022 7th Grade Math
% Approaches	50%	58%	65%	61%	66%	77%	37%	44%

Grade Level & Test	2021 8th Grade Reading	2022 8th Grade Reading	2021 8th Grade Math	2022 8th Grade Math	2021 8th Grade Science	2022 8th Grade Science	2021 8th Grade SS	2022 8th Grade SS	2021 8th Grade Alg. I	2022 8th Grade Alg. I
% Approaches	71%	77%	79%	72%	71%	70%	59%	58%	100%	100%

Student achievement gaps exist with our SpEd and EB 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 - 64% Mastered

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Teachers need additional training/coaching and resources to enhance/enrich the depth of Tier 1 instruction in order to meet the needs of all students. **Root Cause:** 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)

Trail Guides: New students to campus advisory support time

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

Gotcha Awards for students and staff - Recognition

Student of the Week for 6th, 7th, and 8th graders

National Junior Honor Society

Student Council

Club Offerings

Game Day - Reward Day

Multi-Tier System of Support - ELA & Math Intervention Specialist

Campus Culture Committees:

1. Advisory
2. Parent Education
3. Teacher Morale
4. Student Morale
5. Parent Nights
6. Parent Conferences

- 7. Social Media & CTMS Alumni
- 8. Academics

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 (Prioritized): With our continued student growth and varying learning needs and behaviors, our campus data has shown an increased need for Tier 2 and Tier 3 interventions. **Root Cause:** Our staff is working hard to provide more than just academic support to meet the needs of the WHOLE CHILD. The demand to provide emotional and behavioral support has increased greatly post pandemic.

Perceptions

Perceptions Summary

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.

CTMS Bulldog Pledge

As a Chisholm Trail Bulldog who LEADS with PRIDE, I pledge to make Chisholm Trail a better place to learn and grow.

Perceptions Strengths

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

ParentSquare is used weekly for our Bulldog News: From The Trail (parent newsletter)

We are increasing our social media presence via Facebook and Twitter and Instagram.

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.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Our campus works to be empathetic and place 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:** With the added and increased responsibility for compliance with HB4545, Tier 2 and Tier 3, our Tier 1 instruction on campus has struggled to remain strong. As a campus, we are refocusing our energy and commitment to stronger Tier 1 instruction; including Content Literacy, Workshop Model, and Learning Targets.

Priority Problem Statements

Problem Statement 1: At CTMS, our student diversity continues to grow as does the diversity of our student needs and learning levels.

Root Cause 1: With the increasing number and demanding needs of our students, we are developing processes and resources to meet the varied instructional levels of our students while meeting their varied emotional/behavioral needs.

Problem Statement 1 Areas: Demographics

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

Root Cause 2: 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

Problem Statement 3: With our continued student growth and varying learning needs and behaviors, our campus data has shown an increased need for Tier 2 and Tier 3 interventions.

Root Cause 3: Our staff is working hard to provide more than just academic support to meet the needs of the WHOLE CHILD. The demand to provide emotional and behavioral support has increased greatly post pandemic.

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: Our campus works to be empathetic and place 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 4: With the added and increased responsibility for compliance with HB4545, Tier 2 and Tier 3, our Tier 1 instruction on campus has struggled to remain strong. As a campus, we are refocusing our energy and commitment to stronger Tier 1 instruction; including Content Literacy, Workshop Model, and Learning Targets.

Problem Statement 4 Areas: Perceptions

Goals

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

Performance Objective 1: From Fall 2022 - Spring 2022, our campus MAP projected school growth will meet or exceed our observed growth projections per content/per grade.

Strategy 1 Details	Reviews			
Strategy 1: Determine RIT scores of all students and align reading and math needs of students. Strategy's Expected Result/Impact: Differentiated reading and math materials provided in order engage all learning styles and needs in the classroom. Staff Responsible for Monitoring: Administrators Academic Support Teacher Interventionist Teachers Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - Problem Statements: School Processes & Programs 1	Formative			Summative
	Nov	Jan	Mar	May





Strategy 2 Details		Reviews			
Strategy 2: Monitor achievement and progress in short intervals: marking period grades, progress reports, formative assessments, CBAs, semester exams, and benchmarks. Strategy's Expected Result/Impact: Students will increase achievement and gain confidence to continue excelling as progress is monitored, acknowledged and celebrated in short intervals. Staff Responsible for Monitoring: Administrators Department Chairs Counselors Teachers Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - Problem Statements: School Processes & Programs 1		Formative			Summative
		Nov	Jan	Mar	May
		<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>			

Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 1: With our continued student growth and varying learning needs and behaviors, our campus data has shown an increased need for Tier 2 and Tier 3 interventions. Root Cause: Our staff is working hard to provide more than just academic support to meet the needs of the WHOLE CHILD. The demand to provide emotional and behavioral support has increased greatly post pandemic.

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

Performance Objective 2: 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			
Strategy 1: Offer AVID classes to 7th and 8th grade students Strategy's Expected Result/Impact: Increase the number of students taking advanced courses. Providing students opportunities to learn about colleges/universities; as in, campus visits and research projects. Staff Responsible for Monitoring: AVID teacher Title I: 2.4, 2.5, 2.6 - TEA Priorities: Connect high school to career and college - Problem Statements: Demographics 1	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Offer CCR (College and Career Readiness) classes to 8th grade students. Strategy's Expected Result/Impact: Students are engaged in an ongoing conversation about their future and they have the opportunity to explore possible career options along with the associated educational requirements. To help students transition to the next phase of your future, staff discuss and a variety of resources including information about paying for college, workforce transition, and assessment preparation. Staff Responsible for Monitoring: CCR Teachers Counselors Title I: 2.4, 2.5, 2.6 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 5: Effective Instruction Problem Statements: Demographics 1	Formative			Summative
	Nov	Jan	Mar	May
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: At CTMS, our student diversity continues to grow as does the diversity of our student needs and learning levels. Root Cause: With the increasing number and demanding needs of our students, we are developing processes and resources to meet the varied instructional levels of our students while meeting their varied emotional/behavioral needs.

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			
Strategy 1: Maintain campus mentoring program for first year and teachers new to the district. Strategy's Expected Result/Impact: Provide orientation and on-going support to learn campus and district expectations, policies, and procedures. Staff Responsible for Monitoring: Administrators Campus Mentor Coordinator Buddy Teachers & Mentors TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Learning 1	Formative			Summative
	Nov	Jan	Mar	May
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				





Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: Teachers need additional training/coaching and resources to enhance/enrich the depth of Tier 1 instruction in order to meet the needs of all students. Root Cause: 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.

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 students and teachers.

Strategy 1 Details	Reviews			
Strategy 1: Incorporate The Leader in Me (LEADS with PRIDE) with all CTMS teachers, staff, and students to enhance leadership capacity for all. Strategy's Expected Result/Impact: Shift Assumptions, Change Beliefs, and Build Capacity of all campus teachers, staff, and students to increase achievement for all students in all sub-populations. Staff Responsible for Monitoring: Administrators Teachers and Staff Lighthouse Coordinator Title I: 2.4, 2.5, 2.6 Problem Statements: Demographics 1	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Maintain highly effective PLCs among content areas. Content areas meet as a PLC once a week for planning, collaboration, data review, and instructional support. Strategy's Expected Result/Impact: 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. 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. Staff Responsible for Monitoring: Administrators Dept. Chairs Teachers Title I: 2.4, 2.5, 2.6	Formative			Summative
	Nov	Jan	Mar	May

Strategy 3 Details	Reviews			
Strategy 3: In order to increase the quantity and quality of the meaningful learning experiences, CTMS has developed a focus on learning targets. Training and monitoring of appropriately written learning targets will occur via walk-throughs and TTESS observations. Strategy's Expected Result/Impact: Increase focus and attention to the learning target to increase Tier 1 instruction Staff Responsible for Monitoring: Administrators Instructional Coaches Title I: 2.4, 2.5, 2.6 Problem Statements: Student Learning 1	Formative			Summative
	Nov	Jan	Mar	May
Strategy 4 Details	Reviews			
Strategy 4: Game Day - Reward system for positive student behaviors. Students who have 75 or higher in all classes and they have not been assigned ISS, OSS, and/or DAEP Strategy's Expected Result/Impact: Lower percentages of discipline referrals for ISS/OSS/DAEP placement and increased academic achievement by each marking period as compared to 2021 - 2022 school year. Staff Responsible for Monitoring: Administrators Teachers Staff Title I: 2.4, 2.5, 2.6 Problem Statements: Perceptions 1	Formative			Summative
	Nov	Jan	Mar	May
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

Performance Objective 1 Problem Statements:

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Perceptions

Problem Statement 1: Our campus works to be empathetic and place 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:** With the added and increased responsibility for compliance with HB4545, Tier 2 and Tier 3, our Tier 1 instruction on campus has struggled to remain strong. As a campus, we are refocusing our energy and commitment to stronger Tier 1 instruction; including Content Literacy, Workshop Model, and Learning Targets.

Title I

1. 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 680 students. Our student population is 51% White, 37% Hispanic, 9% African American, and 2% Other. 52% male and 48% female. 7% of our student population has been identified as Gifted and Talented, 18% English Language Learners, and 20% Special Education. 48% of our students qualify for free/reduced lunches and 43% identified as At-Risk.

227 6th graders, 225 7th graders, and 228 8th graders = 680

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

Leader In Me campus

Active Partners In Education: Local Churches

Active and Involved PTSA

Game Day (aka: P.R.I.D.E. campus wide positive behavior/ leadership engagement initiative)

Student Council

National Junior Honor Society

Mentoring Programs

Volunteering/Community Service Initiative

Community In Schools - 100 student caseload

2. Campus Improvement Plan

2.1: Campus Improvement Plan developed with appropriate stakeholders

Principal - Anthony Fontana

Assistant Principals- Lydia Calahan, Josh Withers

AST (Academic Support Teacher) - Ashley Anthony

Title I Intervention Specialist - Donna Kopacki

PTSA President - Jessica Hernandez

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

EB 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 22, 2022 - Informational meeting and Chisholm Trail Tours August 11, 2022

Title I Meeting/ Spring Open House - February 21, 2023 - 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 2022 STAAR in all content areas and all sub-populations.

*Students will have dynamic learning experiences that are differentiated and scaffolded based on the needs of our sub-populations, particularly At-Risk as skill deficits are identified by teachers. All sub-populations (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 MTSS 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

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 HB 4545 Interventions during Trail Time

Weekly Club Opportunities - Every other 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

Weekly Club Opportunities - Every other Friday

Saturday School - Tutoring and Intervention Support

3. Annual Evaluation

3.1: Annually evaluate the schoolwide plan

Please see TitleIcrate for the following documentation.

4. Parent and Family Engagement (PFE)

4.1: Develop and distribute Parent and Family Engagement Policy

Distribution of Parent and Family Engagement Policy - Title I Meeting/Open House September 22, 2022

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

4.2: 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: 10/5/2022 and 10/17/2022

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

FALL Parent/Staff Book Study: Disconnected: How to Protect Your Kids From the Harmful Effects of Device Dependency. Meetings will be held in October and December

SPRING Parent/Staff Book Study: The Five Love Languages of Children. Meetings will be held in February and April

5. Targeted Assistance Schools Only

5.1: Determine which students will be served by following local policy

Please see TitleIcrate for the following documentation.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Ashley Anthony	AST Academic Support Teacher	Title I	1.0
Donna Kopacki	Intervention Specialist - Math	Title I	1.0
Joanna Kysar	EB Intervention Specialist	Title I	1.0
Marcela Talavera	Regular Ed. Instructional Assistant	Title I	1.0

Addendums



Chisholm Trail Middle School

2022-23

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.

Faculty and Staff Support: NISD will recruit and retain a diverse employee population through the use of a strategic, competitive total compensation and benefits plan.

2022-23 Campus Goal(s)

Type your goal(s) here and provide a brief explanation about why you have identified this as your campus goal(s) based on your data:

From Fall 2022 - Spring 2022, our campus MAP projected school growth will meet or exceed our observed growth projections per content/per grade.

Problem of Practice

(Instructional challenge we need to improve in order to meet our goal(s))

Type the instructional challenge (Problem of Practice) that your campus has identified as an area in need of improvement and provide a brief explanation of why this is challenge for your campus:

Work together in professional learning communities (PLCs) to design equitable, engaging lessons, high-level questions, and rigorous student tasks so our Tier I instruction exceeds all expectations on a daily basis.

*Utilize the data dialogue protocol

Theory of Action

(Anchored in the NISD Instructional Framework)

*We are Map Makers
and Meaning Makers.*

These layers to our map will
help us improve our
Instructional Challenge
(POP) this year:

If we, improved our professional learning communities

And if we, become intentional with our weekly data dialogue

And if we utilize available resources: such as, but not limited to, Instructional Coaches, Lead4Ward, Instructional Framework, protocols, etc.

Then these are the changes we expect to see in ourselves and our students: we would expect to see high quality instructional practices in all classrooms and student achievement data will increase across all measures.

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ACTION PLAN

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

- As map makers and meaning makers, what map layers are important to consider as you put your Theory of Action into practice?
- What layers of your map do your teachers need to create and/or explore in order to engage in and fully embrace your campus POP?
- What layers of your map do your teachers need to create and/or explore in order to meet the needs of all students on your campus?
- Knowing that maps are the most important documents we have, how will you track the progress you have made on your journey throughout the year?
- How will you create and maintain energy and commitment related to your POP throughout the year?

Action Step	Who will be involved?	What is our time frame?	How will we monitor our progress?
Staff wide Focus - Workshop Model	C&I Department, Curriculum Coaches Administrators IL Team	All Year	Workshop WalkThrough
High Functioning Critical Friends Group (CFG) and PLCs	Josh Withers	August PD	Through teacher needs/wants-Data driven-Digital PLC journals
IL Team will continuously collaborate weekly	IL Team	All Year	IL Journal
Data dialogue meetings within our PLCs with an Instructional Framework focus	Department Heads	All Year	Implement data driven dialogue in PLCs with follow-up conversations in our IL meetings. *What's working, what's not working?
RtI and eSTAR Training	ELA & Math	All Year	PLCs and RtI meetings

MAP: Work toward goal setting with students by training teachers	ELA, Math, & Science	All Year	All ELA, math and Science teachers are trained in Goal setting
Support New to CTMS Staff	Campus & Department Mentors, Grade Level Leads, Administrators	All Year	Walkthroughs, PLCs, Grade Level Meetings, Informal/Formal Meetings



Northwest Independent School District
Gene Pike Middle School
2022-2023 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

Needs Assessment Overview Summary

Overall:

- MAP goal setting for ELA, Math and Science
- Planning effective Tier 1 instruction
- Content literacy across all content areas
- Increase in our reading/writing across content areas
- Show growth for all of our students in MAP BOY-MOY-EOY - STAAR

Demographics

Demographics Summary

Demographic Section:

White	Hispanic	African American	2 or More Races	Asian	Economically Disadvantaged	Special Education	504	Dyslexia	GT	EL	At-Risk	RTI	Homeless
58%	26%	10%	.61%	3.6%	30%	18 %	13%	10.99%	13.49%	6.14%	38 %	22%	0

Our campus is more diverse with an increaese in our Hispanic population as well as special education.

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 enegagment beyond 6th grade.

RtI tracking and progress monitoring of RtI students.

NJHS- Actually have built in time to meet this year!

STUCO- Actually have built in time to meet this year!

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Our Special education students are under performing when compared to other sub pops on campus. **Root Cause:** Students are below in their reading and math levels and need more small group instruction.

Problem Statement 2 (Prioritized): Our white population are under performing in reading and math when compared to other populations across campus. **Root Cause:** Teachers have not been focusing on this specific groups of students as their performance is okay when compared to class data.

Student Learning

Student Learning Summary

Student Learning Section:

Grade Level & Test	2021 6th Grade Reading	2022 6th Grade Reading	2021 6th Grade Math	2022 6th Grade Math	2021 7th Grade Reading	2022 7th Grade Reading	2021 7th Grade Math	2022 7th Grade Math
% Approaches	71%	77%	90%	77%	78%	85%	42%	56%

Narrative:

- Increases in our reading scores for 6th and 7th grade of 5% or more.
- 7th grade math had a significant increase of 14%
- Our 6th grade math had a significant decrease of 13% *We added additional math teacher to 6th grade to reduce class sizes.

Grade Level & Test	2021 8th Grade Reading	2022 8th Grade Reading	2021 8th Grade Math	2022 8th Grade Math	2021 8th Grade Science	2022 8th Grade Science	2021 8th Grade SS	2022 8th Grade SS	2021 8th Grade Alg. I	2022 8th Grade Alg. I
% Approaches	79%	87%	75%	84%	84%	84%	73%	77%	99%	94%

- 8th grade reading and math both showed a significant increase in percent approaching.
- Algebra EOc dropped 5%, we have adjusted by adding an addtioanl algebra teacher.

MAP Growth Data Fall 21- Spring 22

	6 Expected Growth	6 Observed Growth	7 Expected Growth	7 Observed Growth	8 Expected Growth	8 Observed Grov
Reading	5.5	3	4.4	3	3.9	3
Math	8.8	10	4.7	5	4.1	5

Our Math students in grades 6-8 met and exceeded their expected growth where we did not in our ELA classes.

Student Learning Strengths

Students showed **growth** in reaching the STAAR targets for reading and math in the following sub pops:

Reading Target meet growth:

- AA 78%- 62%
- Hispanic 76%- 65%
- White- 76%- 69%
- Econ- 72%- 64%
- EB/EL- 78%- 64 %
- Sped- 66%- 59%

Math Target meet growth:

- AA 73%- 67%
- EB/EL- 68%- 68%
- Sped- 62%- 61%

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): We have become satisfied with students receiving approaches verses meets/masters. **Root Cause:** Approaches works for our overall passing rate.

School Processes & Programs

School Processes & Programs Summary

- Mentor/buddy teachers for new staff
- 3 Department Weekly PLCs every Wednesday from 8:00-8:40
- Instructional Leadership Team PLC 2 days a week, built into master schedule.
- 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
- Mandatory tutorials 2 times a week
- Students checking grades weekly in advisory
- Administration participation 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 studnets and parents.
- Campus wide DEAR and article annotations per content to support literact across content areas

- Advisory tutorials set for MTSS 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
- Weekly Admin/Counselor meetings to discuss upcoming campus events.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Teachers focusing on providing strong effective Tier 1 instruction in class to reach the needs of all their students and check for understanding.

Root Cause: Retraining teachers on how to plan a lesson and not just assign a lesson.

Perceptions

Perceptions Summary

- Strong and consistent communication with faculty/students/parents
 - Weekly emails to staff send titled Staff Pike Happenings with upcoming events, activities, announcements etc.
 - Weekly emails to parents also titled Campus Pike Happenings with upcoming events, activities, announcements etc.
 - Weekly Facebook post titled Pike Happenings with upcoming events, activities, announcements etc.
 - 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
-
- Staff survey and open forms to pose questions/concerns through out the school year.
- PTA has increased in size with 16 board members this year!
- PTA increased volunteer on campus, Panther camp, Book Fair, Vision/Hearing screening and dances so far.

Perceptions Strengths

School Recognitions

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

Strengths:

- Weekly communication from teachers, counselors and principal.
- Social media presence to update and celebrate our campus.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Parents do not feel that know enough about what is going on at Pike. **Root Cause:** Lack of parental volunteers and attendance at meetings to update about campus performances.

Priority Problem Statements

Problem Statement 1: Our Special education students are under performing when compared to other sub pops on campus.

Root Cause 1: Students are below in their reading and math levels and need more small group instruction.

Problem Statement 1 Areas: Demographics

Problem Statement 3: We have become satisfied with students receiving approaches verses meets/masters.

Root Cause 3: Approaches works for our overall passing rate.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: Teachers focusing on providing strong effective Tier 1 instruction in class to reach the needs of all their students and check for understanding.

Root Cause 4: Retraining teachers on how to plan a lesson and not just assign a lesson.

Problem Statement 4 Areas: School Processes & Programs

Problem Statement 2: Our white population are under performing in reading and math when compared to other populations across campus.

Root Cause 2: Teachers have not been focusing on this specific groups of students as their performance is okay when compared to class data.

Problem Statement 2 Areas: Demographics

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Performance Objectives with summative review (prior year)
- 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
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data

Student Data: Assessments

- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- 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

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Special education/non-special education population including discipline, progress and participation data
- Section 504 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
- T-TESS data
- T-P ESS 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: Pike will utilize strategies for 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: CBA/MAP/I- Ready/STAAR data

Strategy 1 Details	Reviews			
Strategy 1: Teachers and staff at Pike will provide differentiated intervention to support our different level of learners in class through tiered warm up activities, small group instruction in all core classes. Strategy's Expected Result/Impact: Students will be provided with instruction and practice that meets their current level of performance and make individual gains. Staff Responsible for Monitoring: Administration, teachers, SSF	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Pike will be implementing in 7th grade ELA small group on Friday. Students have been ability grouped based on MAP data and will spend the first block working on specific skill deficits differentiated to their needs. Strategy's Expected Result/Impact: Increase in academic achievement on CBA, MAP and STAAR. Staff Responsible for Monitoring: Administration, ELA teacher	Formative			Summative
	Nov	Jan	Mar	May
Strategy 3 Details	Reviews			
Strategy 3: Implementing Character Strong lessons during advisory. Strategy's Expected Result/Impact: Increase in student leadership and decrease in incident reports specific to rude/mean/bullying type behavior. Staff Responsible for Monitoring: Administration and 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 2: Academic Progress: Percent of students who met their growth projections will increase by 10% (more than 60% or more)

Evaluation Data Sources: Monthly academic focuses for classroom walks.

Increased our department PLC time to 3 times a month with specific focus ie. data, small group, content literacy strategy, Lead4ward.

Utilized our curriculum coordinator and instructional coaches to plan rigorous instruction, individualized spiral warm ups.

Strategy 1 Details	Reviews			
Strategy 1: Pike will increase the percent of students who met their growth projections through quality goal setting with each student. Utilizing PLC time to place students in small groups to provide differentiated instruction and lessons. Strategy's Expected Result/Impact: We will use our middle of the year MAP data, CBA data and differentiated warm up data to monitor our progress. Staff Responsible for Monitoring: Teachers, SSF, Administration	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Improve upon our end of quarter reward program by celebrating more students who have achieved academic success during the quarter. Continue to celebrate all A's, will be adding students who passed all classes, turned in all their work and are exhibiting the characteristics of what it means to be a P.A.N.T.H.E.R. Strategy's Expected Result/Impact: Decrease in the number of students on the failure report, decrease in student discipline and an increase in campus culture. Staff Responsible for Monitoring: Administration, Teachers, Counselors and PTA volunteers	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: Pike will utilize the AVID strategies across campus such as; student lead tutorials and notetaking across

Evaluation Data Sources: AVID students presenting to staff during PD.





Adding AVID strategy look fors on our walk through form.

Implementing strategies through advisory.

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: Pike 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: Administration conducted a total of 4 walks per new staff member and provided feedback on learning targets, journals, ritual/routines. Campus principal will meet with each new staff member and survey their need looking for trends and patterns.

Strategy 1 Details	Reviews			
Strategy 1: Pike will utilize focused monthly instructional goals and feedback from walk through forms to examine data and make necessary adjustments. Strategy's Expected Result/Impact: To improve accountability and allow teachers to examine data during PLC to track their progress and see what if any changes need to be made.	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Improve check in from administration and mentors to ensure newly hired staff feel supported and are able to grow as leaders. Strategy's Expected Result/Impact: Reduce turnover. Staff Responsible for Monitoring: Administrations, ILT, mentors.	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: Safety and Security: Pike will continue efforts to provide safer learning environments for our students, staff, and community.

Evaluation Data Sources: Staff, Student and parent surveys, as well as feedback from Safety Security on implementation of drills.

Strategy 1 Details	Reviews			
Strategy 1: Counselors and Administration will provide students with mediation after serving ISS/OSS or returning from DAEP. Strategy's Expected Result/Impact: Increase the connection and communication between school and families. Improved student behavior and increase in parental support and volunteers. Staff Responsible for Monitoring: Administration, Counselors.	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Maintain weekly Pike Happenings and incorporated weekly Counselor corner updates. Strategy's Expected Result/Impact: Families feel informed about what is going on campus	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 2: Maintain weekly Pike Happenings and incorporated weekly Counselor corner updates.

Evaluation Data Sources: Track the number of parents reached/ comments/appreciates.

Addendums



GENE PIKE MIDDLE SCHOOL

2022-23

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.

Faculty and Staff Support: NISD will recruit and retain a diverse employee population through the use of a strategic, competitive total compensation and benefits plan.

2022-23 Campus Goal(s)

Increased student “expected academic growth” as measured by STAAR by 10% in all Math and ELA STAAR tests by focusing on high quality tier 1 instruction.

Pike 2021-2022 data reflects we are making “expected and accelerated” growth in all tested areas. If we continue implementing strong tier 1 instruction we will increase our “expected” growth further closing our achievement gaps.

--

Problem of Practice

(Instructional challenge we need to improve in order to meet our goal(s))

Pike will close achievement gaps and increase student “expected academic growth” by 10% in all content areas through purposeful integration of content literacy and cross curricular instruction.

Why:

1. We have lacked consistency, understanding and implementation of strong Tier 1 instruction.
2. With the increase of new staff members to campus we need to ensure we have a strong instructional foundation of content literacy and collaboration.

Theory of Action

(Anchored in the NISD Instructional Framework)

*We are Map Makers
and Meaning Makers.*

These layers to our map will
help us improve our
Instructional Challenge
(POP) this year:

If we focus on the planning and instruction components of our NISD framework to implement effective Tier 1 instruction.

And if we identify a monthly skill set focus, based upon data

And if we collaborate and calibrate data from campus observations in order to provide meaningful feedback, coaching and mentoring

Then we expect to see student and teacher growth as well as a 10% increase in “expected” growth across all grade levels/contents and subpopulations.

ACTION PLAN

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

- As map makers and meaning makers, what map layers are important to consider as you put your Theory of Action into practice?
- What layers of your map do your teachers need to create and/or explore in order to engage in and fully embrace your campus POP?
- What layers of your map do your teachers need to create and/or explore in order to meet the needs of all students on your campus?
- Knowing that maps are the most important documents we have, how will you track the progress you have made on your journey throughout the year?
- How will you create and maintain energy and commitment related to your POP throughout the year?

Action Step	Who will be involved?	What is our time frame?	How will we monitor our progress?
Campus walks	ILT	2022-2023 School year	Calibration of data
PLCs structure	Core content and campus administration	2022-2023 School year	CBA, MAP, Common Assessments
Immediate Feedback ACE (Energy)	All staff and students	2022-2023 School year	Observation



Northwest Independent School District
Leo Adams Middle School
2022-2023 Campus Improvement Plan



Core Beliefs

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Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

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

White	Hispanic	African American	2 or More Races	Asian	Economically Disadvantaged	Special Education	504	GT	EL	At-Risk	RTI	Homeless
47.79%	26.78%	15.93%	1.57%	6.96%	18%	13%	13%	11%	5%	29%	%	0

1384 Students

Demographics Strengths

- North Fort Worth communities
- 5 feeder elementary campuses - Berkshire, Curtis, Nance, Schluter, Seven Hills
- 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 (24 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

Grade Level & Test	2021 6th Grade Reading	2022 6th Grade Reading	2021 6th Grade Math	2022 6th Grade Math	2021 7th Grade Reading	2022 7th Grade Reading	2021 7th Grade Math	2022 7th Grade Math
% Approaches	69%	79%	81%	85%	75%	85%	42%	67%

Grade Level & Test	2021 8th Grade Reading	2022 8th Grade Reading	2021 8th Grade Math	2022 8th Grade Math	2021 8th Grade Science	2022 8th Grade Science	2021 8th Grade SS	2022 8th Grade SS	2021 8th Grade Alg. I	2022 8th Grade Alg. I
% Approaches	78%	88%	73%	74%	84%	81%	76%	89%	97%	97%

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 (Prioritized): 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
- Character Strong Campus; Advisory Lessons and Activities to Promote Strong Character and Campus Creed- Be Respectful, Be Responsible, Have Integrity
- 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
- Ongoing Family Meetings
- Athletics, fine arts, clubs (STEAM, engineering, theater)
- PTSA Partnership with ongoing events and membership perks throughout the year

School Processes & Programs Strengths

- Vertical content alignment with core PLCs
- Grade Level Team Leaders for Operational Leadership
- School Within A School Model - Grade Level and Program Administrators
- 4 Guidance Counselors Serving each Grade Level, plus campus wide
- 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 on largest NISD middle school
- 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:** With the continuous growth and constant onboarding of students and staff, we have not experienced the benefits of a long history with long standing processes and procedures that are supportive of students' overall performance.

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

Problem Statement 1: We have accepted passing as the standard rather than mastery of content.

Root Cause 1: We have a sympathetic vs. empathetic attitude towards our students.

Problem Statement 1 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

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 Emergent Bilingual (EB) 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

- 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
- 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

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			
Strategy 1: 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. All teachers should have a "Week at A Glance" on Canvas to assure that all students and parents have access to lessons and what is happening in all classes. Strategy's Expected Result/Impact: Minimal disruption to learning because of lack of communication of what is happening in class. Staff Responsible for Monitoring: Teachers Administrators Parents Students	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Implementing Character Strong Advisory lessons Strategy's Expected Result/Impact: Increased student leadership, character development, and goal-setting; alignment to NISD SEL and Equity initiatives Staff Responsible for Monitoring: Administrators Advisory teachers Librarian Counselors	Formative			Summative
	Nov	Jan	Mar	May

Strategy 3 Details	Reviews			
Strategy 3: 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. Increase staff awareness, training, participation, and engagement in order to create a more cohesive vibe. Strategy's Expected Result/Impact: 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. Staff Responsible for Monitoring: Teachers Administrators Counselors Team Leads Library Media Specialists	Formative			Summative
	Nov	Jan	Mar	May
Strategy 4 Details	Reviews			
Strategy 4: 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 rates in Math and/or Reading performance. Provide tutoring and goal-setting support to meet the requirements of HB4545 for students not meeting performance goals for STAAR and/or MAP assessments. Strategy's Expected Result/Impact: Improved growth measures on STAAR, evidence of significant growth in BOY, MOY, and EOY MAP data. Staff Responsible for Monitoring: Principals, APs, SSF, Counselors, Teachers, Staff	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, review of positive communication via social media and other outlets

Strategy 1 Details	Reviews			
Strategy 1: Weekly Staff Spotlight in weekly staff newsletter, 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, Strengthen grade level teams' influence with increased involvement in campus decisions and activities. Strategy's Expected Result/Impact: Increase morale, connection, collaboration, and family atmosphere within the largest middle school campus. Staff Responsible for Monitoring: Administrators Counselors ILT Library Media Specialist Front Office Team	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Provide check-ins from administrators, counselors, mentors, team leaders, and department chairs to offer ongoing support for all teachers through learning walks and providing ongoing feedback to continue developing a culture that embraces professional development and growth among all staff members. Strategy's Expected Result/Impact: Increased opportunities for targeted, purposeful staff development and training based on needs of staff from frequent check-ins. Staff Responsible for Monitoring: Administrators Department Heads Instructional Coaches Dept. Chairs Team Leaders Campus Mentors	Formative			Summative
	Nov	Jan	Mar	May
Strategy 3 Details	Reviews			
Strategy 3: Continue interview committee to review a variety of applicants, seek to mirror staff and student demographics to reflect the diversity of our campus and student population. Strategy's Expected Result/Impact: Decrease turnover, Increase in number of staff members with diverse	Formative			Summative
	Nov	Jan	Mar	May

backgrounds and experiences.					
<div> <div>0%</div> <div>No Progress</div> </div>		<div> <div>100%</div> <div>Accomplished</div> </div>	<div> <div>→</div> <div>Continue/Modify</div> </div>	<div> <div>✗</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, maintain facilities through reporting necessary repairs, completion of referrals and investigations, collaborative SST, ongoing support to departments through campus budget and funds.

Strategy 1 Details	Reviews			
Strategy 1: Maintain monthly family newsletter and outlets of communication (Parent Square), social media team, strong PTSA partnership, and Family Engagement/Informational Meetings to promote culture of high expectations, processes, supports and instructional practices. Strategy's Expected Result/Impact: 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. Staff Responsible for Monitoring: Administrators Counselors Librarian Team Leaders Social Media Team	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Establish and maintain health and safety protocols to maintain a healthy and safe school (threat assessments, drills, investigations, maintain and use all building secure features with fidelity). Strategy's Expected Result/Impact: Decrease in incidents from previous years and success completion of all safety drills and protocols, maintain Project Adam designation. Staff Responsible for Monitoring: Administrators Counselors Health Coordinator SRO Teachers Staff (Whole Campus)	Formative			Summative
	Nov	Jan	Mar	May

Strategy 3 Details		Reviews			
Strategy 3: Increase emphasis on cultural representation of our student body through recognition days/months/celebrations. Strategy's Expected Result/Impact: Increase cultural awareness and student/family engagement from all stakeholders within our school community. Staff Responsible for Monitoring: Administrators Counselors Student Sponsors PTSA		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



ADAMS MIDDLE SCHOOL

2022-23

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.

Faculty and Staff Support: NISD will recruit and retain a diverse employee population through the use of a strategic, competitive total compensation and benefits plan.

2022-23 Campus Goal(s)

Increase student performance in all content areas and subpopulations with an increased emphasis on content 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 will show increases in overall Reading performance in 6th, 7th, and 8th grades.

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Problem of Practice

(Instructional challenge we need to improve in order to meet our goal(s))

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

(Anchored in the NISD Instructional Framework)

*We are Map Makers
and Meaning Makers.*

These layers to our map will
help us improve our
Instructional Challenge
(POP) this year:

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 authentic collaboration and connection,

And if we, continue empowering leaders, learners, and our entire school community to seek out and maximize use of all available resources

Then these are the changes we expect to see in ourselves and our students: 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.
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ACTION PLAN

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

- As map makers and meaning makers, what map layers are important to consider as you put your Theory of Action into practice?
- What layers of your map do your teachers need to create and/or explore in order to engage in and fully embrace your campus POP?
- What layers of your map do your teachers need to create and/or explore in order to meet the needs of all students on your campus?
- Knowing that maps are the most important documents we have, how will you track the progress you have made on your journey throughout the year?
- How will you create and maintain energy and commitment related to your POP throughout the year?

Action Step	Who will be involved?	What is our time frame?	How we will monitor our progress?
Strengthen and Improve PLC	Dept. Chairs Administrators	2022-23	Quarterly Check-Ins
Use our Instructional Framework as central essential document for best practices.	Dept. Chairs Teachers Administrators	2022-23	Quarterly Check in, Reflection, Monitor and Adjust

Empower learners, leaders, and school community to access and maximize use all available resources	All stakeholders Students Counselors APs Support Services Staff Administrators	2022-23	Quarterly Check in, Reflection, Monitor and Adjust
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Northwest Independent School District

Medlin Middle School

2022-2023 Campus Improvement Plan

Accountability Rating: A



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 Section:

White	Hispanic	African American	2 or More Races	Asian	Economically Disadvantaged	Special Education	504	Dyslexia	GT	EL	At-Risk	RTI	Homeless
65%	8%	6%	0%	8%	11 %	11%	13%	6 %	22%	11 %	13 %	10%	0

992 total students at Medlin Middle School

350 6th grade

321 7th grade

321 8th grade

Demographics Strengths

Medlin Middle School has remained around the same overall number for the last couple of years as far as total populations, but we continue to become more diverse. Our special populations continue to increase, which enables us to hire and train staff according to our unique groups.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Our specific sub- populations are not performing at the same level as other and the gaps can be bigger for some students within this populations.
Root Cause: We still struggle with our Tier I instruction for our special population groups as well as have them do task that are not at the appropriate level.

Student Learning

Student Learning Summary

Grade Level & Test	2021 6th Grade Reading	2022 6th Grade Reading	2021 6th Grade Math	2022 6th Grade Math	2021 7th Grade Reading	2022 7th Grade Reading	2021 7th Grade Math	2022 7th Grade Math
% Approaches	83%	91%	89%	94%	90%	94%	74%	74%

Grade Level & Test	2021 8th Grade Reading	2022 8th Grade Reading	2021 8th Grade Math	2022 8th Grade Math	2021 8th Grade Science	2022 8th Grade Science	2021 8th Grade SS	2022 8th Grade SS	2021 8th Grade Alg. I	2022 8th Grade Alg. I
% Approaches	86%	94%	88%	91%	93%	95%	83%	87%	100%	100%

STAAR Results for 2021

Overall 92- A Rating

Student Achievement 93- A Rating

School Progress 84- B Rating

Academic Growth 84- B Rating

Relative Performance (Econ Disadvantaged 9.4%) 75 - C Rating

Closing the Gaps 91- A Rating

MAPS DATA

Positive data from the BOY data indicates that Medlin students at all levels and all subjects are performing at high levels. In Reading 6th graders are performing, on average, at the level expected of BOY 10th graders (221.4 – 221.47), 7th graders are performing at the level of EOY 12th graders (224.3 – 224.33), and 8th graders are beyond the level of EOY 12th graders. (225.1 – 224.33).

In Math 6th graders are performing, on average, at the level expected of BOY 9th graders (226.1 – 226.43), 7th graders are performing beyond the level of EOY 12th graders (236 – 234.19), and 8th graders are beyond the level of EOY 12th graders. (236.7– 234.19).

New this year the 8th grade Science students were also tested. Their base scores indicated 78% of the students were in the top 40th percentile.

Given the high levels of standard achievement, the growth is not necessarily at the level of a typical, 6th, 7th or 8th grader. The grades and subjects that made better than expected growth were 6th graders in Reading, and 7th graders in Math.

As indicated from the above comparative data from 2021 to 2022 STAAR, Medlin was able to close the COVID slide gaps that were caused by the disruption of school. Medlin went up 4-8% in our approaches for every subject, except 7th grade math.

Student Learning Strengths

The STAAR and MAPS data indicates that students on average are performing at high levels. Medlin has a high percentage 85% or above are taking high school credit or honors courses. We have a large number of 6th grade students who take advanced math 1-4 year grade levels above the current on-level math.

Reading- Medlin has 76% of our 6th grade students reading at the top 40th percentile on our MAPS data indicators. 75% of 7th graders are reading at the top 40th percentile. 65% of our 8th graders are in the 40th percentile on reading levels.

Math- Medlin has 75% of our 6th grade students at the top 40th percentile on our MAPS data indicators. 81% of 7th graders are performing at the top 40th percentile. 67% of our 8th graders are in the top 40th percentile on math levels.

Science- 8th grade students performed at 78% were in the top 40th percentile on the Science indicator.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Medlin Middle School has some sub-populations that are performing at lower levels academically. Our 8th grade data indicates that students in this grade level are losing ground compared to nationally normed students. **Root Cause:** The root of the sub-populations problem shows that the gaps are bigger for some particular groups, so we are addressing that through our Tier 2 and Tier 3 support. The issue with the 8th grade performance is possibly caused by the level of task in our Tier 1 and/or curriculum that we are asking them to do. The level of rigor is not pushing them to the next level academically.

School Processes & Programs

School Processes & Programs Summary

Instructional Leadership Team- meets monthly and focuses on instructional practices, leadership, PLC work, and best practices.

Operational Leadership Team- team leads, RTI, Student attendance, student issues

Mentor program for teachers- Instructional Coaching, Mentor or buddy for each teacher, led by teacher leader on the ILT team.

Monthly staff meetings

Professional Development plan around campus needs- this year's focus is technology needs to conduct Remote Learning and SEL needs for students and staff

Administrative team meets once and week to discuss students, PLCs, instruction, and classrooms

Counseling team meets once a week and meets with Admin to support campus programs

Many of our staff are on the curriculum writing teams and work with our district directors

District Coaches support our campus teachers and staff

Beginning of the year PD and Engage conference

PLCs groups include- All Core Departments, Electives/CTE, Leadership team, Instructional leadership team, Office Staff, and Fine Arts.

Campus Committees include- Teacher Appreciation, AVID Site Team, Character Council, Safety Committee, RTI Committee, Emergency Response Team, Campus Improvement Committee, and PTA also support our campus needs and goals.

School Processes & Programs Strengths

The usual feedback we get from parents and teachers takes place in March of the Spring. We were unable to do those as we were in shutdown, so we are currently getting feedback from students, staff, and parents. Our focus will need to be serving both in-person and remote learners and supporting teachers in serving both as well.

We will continue to give teachers opportunities to be a voice on campus and to grow teacher leaders.

In July we received another Promising Practices award from Character.org for the 8th grade museum project at the Medlin Cares Event.

We have a strong student leadership group (GRIT Group) that we have put together to help students with our two SEL focuses this year- Self Awareness and Self Management. We will continue to train them and use this peer group to support our kids.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: School processes and programs have been interrupted the last two years. Inconsistency of being able to fully engage with families and limitations of events

have caused gaps in some of our learning as well as our SEL support. Our goal is to return to both full academic engagement as well as social engagement with our families and students. **Root Cause:** The pandemic caused us not to be able to engage in person or as we normally would do in the past. Our goal is to return and enhance these experiences as well as relationships with our students and community.

Priority Problem Statements

Problem Statement 1: Our specific sub- populations are not performing at the same level as other and the gaps can be bigger for some students within this populations.

Root Cause 1: We still struggle with our Tier I instruction for our special population groups as well as have them do task that are not at the appropriate level.

Problem Statement 1 Areas: Demographics

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- 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
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card and accountability data
- Alternative Education Accountability (AEA) data
- Local Accountability Systems (LAS) data
- Community Based Accountability System (CBAS)

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
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- PSAT
- Student Success Initiative (SSI) data for Grades 5 and 8
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data

- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- Section 504 data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Attendance data
- Discipline records
- Student surveys and/or other feedback
- 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
- Professional development needs assessment data
- T-TESS data
- T-PESS data

Parent/Community Data

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

Support Systems and Other Data

- Communications 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: 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			
Strategy 1: 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. Strategy's Expected Result/Impact: Tier I instruction and providing staff professional development that focuses on content literacy. Support will be provided to students through Tier 2 and Tier 3 instruction concerning reading strategies. Staff Responsible for Monitoring: Administration, dyslexia teachers, tier 2 and tier 3 teachers, literacy team, core teachers for content literacy, and EB teacher.	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: 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. Strategy's Expected Result/Impact: The MTSS Committee will work with the core teachers, especially in math, ela, and science using MAPS data. Staff Responsible for Monitoring: MAPS and STAAR data will be used by administration and department chairs as well as SSF and ESL Coordinator to monitor progress	Formative			Summative
	Nov	Jan	Mar	May
Strategy 3 Details	Reviews			
Strategy 3: 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 leaders by utilizing the literacy lounge and	Formative			Summative
	Nov	Jan	Mar	May

team as a resource. Strategy's Expected Result/Impact: We would expect to see continued growth for all students in the area of literacy Staff Responsible for Monitoring: Administration, Pride Teachers, ELA team				
<div> <div>  No Progress </div> <div>  Accomplished </div> <div>  Continue/Modify </div> <div>  Discontinue </div> </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: MAPS, STAAR, CBA and district assessment, PSAT

Strategy 1 Details		Reviews			
Strategy 1: 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. Strategy's Expected Result/Impact: Increased and continued growth when comparing same group from year to year. Staff Responsible for Monitoring: ALL teachers, department heads, and administration		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 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, and appropriate support for their chosen pathways.





Evaluation Data Sources: We will collect data through our CCR classes as well as the use of student/parent/staff surveys.

Strategy 1 Details	Reviews			
Strategy 1: 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's Expected Result/Impact: We should increase the number of HS credit courses being successfully completed by students from the previous year. We should also see a decrease in the number of referrals/discipline issues from the previous year Staff Responsible for Monitoring: Counselors and Administrators	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: TTESS evaluations, non teaching evaluations, staff survey and staff retention rate

Strategy 1 Details	Reviews			
Strategy 1: 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. Our walkthrough feedback will focus on the student tasks as well as the aspects of the NISD Instructional Framework. Strategy's Expected Result/Impact: Increased in student success and higher ratings on evaluations at the end of the year. Walk through data and evaluation data Staff Responsible for Monitoring: Administration and department coaches/district resources.	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: Safety and Security: NISD will continue efforts to provide safer learning environments for our students, staff, and community.

Strategy 1 Details	Reviews			
Strategy 1: 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. Strategy's Expected Result/Impact: More community service and support as well as overall increase in positive school culture Staff Responsible for Monitoring: Administration, team leads, counselors	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: The Medlin Staff will follow all district and state guidelines and policies for school safety. We will conduct our safety drills on time and ensure that we follow the guidelines while communicating with district administration, staff, students, families, and stakeholders concerning the school safety. Strategy's Expected Result/Impact: Staff, students, and parents positive feedback about school safety Staff Responsible for Monitoring: Administration, Officer Sears, District safety administrators, school nurse, all staff is involved in monitoring school safety.	Formative			Summative
	Nov	Jan	Mar	May
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Addendums



MEDLIN MIDDLE SCHOOL

2022-23

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.

Faculty and Staff Support: NISD will recruit and retain a diverse employee population through the use of a strategic, competitive total compensation and benefits plan.

2022-23 Campus Goal(s)

To increase academic achievement by at least 3% for all students by focusing on high quality tier 1 instruction. While Medlin's 2021-22 data reflects a trend towards pre-pandemic achievement levels, there are still achievement gaps needing to be closed. Our data shows that Tier 3 instruction has assisted in closing large gaps, so we will shift our focus to Tier 1 and 2 instruction to take the next step in student growth/achievement.

--

Problem of Practice
(Instructional challenge we need to improve in order to meet our goal(s))
Students need support to properly engage in relevant and meaningful learning experiences that challenge them to increase their critical thinking skills.
Why? Expectations for students continue to rise in relation to cross curricular writing and multiple question types demonstrating critical thinking.

Theory of Action	
(Anchored in the NISD Instructional Framework)	
<i>We are Map Makers and Meaning Makers.</i> These layers to our map will help us improve our Instructional Challenge (POP) this year:	If we increase staff capacity in Tier 1 instruction anchored in the NISD Instructional Framework
	And if we intentionally utilize conscious competence of district and campus staff leaders to focus the work of PLCs
	And if we consistently build momentum by coaching, mentoring, monitoring and adjusting to staff and student needs
	Then we expect to increase academic achievement by at least 3% for all students across content areas.

ACTION PLAN

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

- As map makers and meaning makers, what map layers are important to consider as you put your Theory of Action into practice?
- What layers of your map do your teachers need to create and/or explore in order to engage in and fully embrace your campus POP?
- What layers of your map do your teachers need to create and/or explore in order to meet the needs of all students on your campus?
- Knowing that maps are the most important documents we have, how will you track the progress you have made on your journey throughout the year?
- How will you create and maintain energy and commitment related to your POP throughout the year?

Action Step	Who will be involved?	What is our time frame?	How will we monitor our progress?
Take a full-tiered approach to training our learning community, utilizing the instructional framework as our anchor	Admin > ILT > Department PLC > Students/Parents	22-23 School Year	Weekly Admin Meetings; Monthly ILT Meetings; Weekly PLCs; Staff/Student/Parent Surveys; Classroom walks/observations; Student Data
Reinforce a positive campus culture with a focus on learning environments and cohesive discipline using restorative practices	All staff & students	22-23 School Year	Student/Staff surveys; Discipline Referrals/Student Data; Parent Conferences; Classroom Observations; PLC Work; Grub & GRIT (lunch & learn)



Northwest Independent School District
Tidwell Middle School
2022-2023 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

Demographics

Demographics Summary

Demographic Section:

White	Hispanic	African American	2 or More Races	Asian	Economically Disadvantaged	Special Education	504	Dyslexia	GT	EL	At-Risk	RTI	Homeless
59%	22%	11%	2%	6%	18%	9%	15%	9%	15%	5%	30%	3%	0

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, 6% Asian, and 59% White With 18% Economically Disadvantaged, 30% At-Risk, 15% Gifted and Talented, 9% Special Education and 5% ELL. Our total student population is about 1,050. Our special education population has increased off of these numbers, and now our data indicates that Tidwell is getting closer to about 11% in special education population. Our data also shows that we have 0 students who have qualified as homeless, but we know that is inaccurate as we have a few students we have received McKinney-Vento notifications for.

In what programs do we have the most participation? Fine Arts and Athletics. What about the least participation? Destination Imagination and orchestra.

Do our opportunities match our belief systems? We have the belief that kids come first, the majority of our campus teachers are involved in some capacity outside of the classroom from everything like tutoring to attending athletic events and fine arts events. We promote student and staff involvement through these outlets: 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 behavior management aspects at Tidwell is a continuing implementation of discipline strategies with Restorative efforts 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 and our choir numbers are nearly half of the school. 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, about 65% of our 6th grade students, 62% 7th grade students, and 65% 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

Student Learning Section:

Grade Level & Test	2021 6th Grade Reading	2022 6th Grade Reading	2021 6th Grade Math	2022 6th Grade Math	2021 7th Grade Reading	2022 7th Grade Reading	2021 7th Grade Math	2022 7th Grade Math
% Approaches	71%	86%	78%	88%	85%	90%	68%	66%

Grade Level & Test	2021 8th Grade Reading	2022 8th Grade Reading	2021 8th Grade Math	2022 8th Grade Math	2021 8th Grade Science	2022 8th Grade Science	2021 8th Grade SS	2022 8th Grade SS	2021 8th Grade Alg. I	2022 8th Grade Alg. I
% Approaches	88%	94%	86%	86%	85%	89%	74%	84%	100%	99%

In 2022, the following is how Tidwell students scored on STAAR performance exams in comparison to the district averages:

Grade 6 Reading: 86% to 77%
 Grade 6 Math: 88% to 84%
 Grade 7 Reading: 90% to 88%
 Grade 7 Math: 65% to 55%
 Grade 8 Reading: 94% to 88%
 Grade 8 Math: 86% to 80%
 Grade 8 Science: 89% to 83%
 Grade 8 Social Studies: 84% to 77%
 Algebra I: 99% to 85%

(MAP Growth Data)

	6 Expected Growth	6 Observed Growth	7 Expected Growth	7 Observed Growth	8 Expected Growth	8 Observed Growth
Reading	5.7	8	4.5	4	3.7	3
Math	6.4	5	7.8	7	6.8	4

Math Map growth is an area we have identified with a great need for improvement, especially 8th grade MAP results.

Student Learning Strengths

Tidwell scored above the district average from the 2022 STAAR performance data in each of the nine assessments. Our focus for the 2022-23 school year is to continue to improve literacy and reading proficiency in all grade levels in order to improve upon our reading and writing assessment data. Tidwell will continue to implement the NISD Instructional Framework and prioritize content literacy throughout all content areas. Tidwell, like most state schools, saw a decrease in math assessment scoring. We will focus on instruction in math in each grade level. We have a high number of students taking Honors and high school credit courses. 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: 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 reading challenges and benchmark, MAP, and STAAR assessment data.

School Processes & Programs

School Processes & Programs Summary

Teachers collect pre and post assessments through classroom involvement and MAP testing in ELA, math and science. 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 efforts, Math and Literacy Labs.

School Processes & Programs Strengths

Fine Arts, Athletics, NJHS, STUCO, and Advisory efforts are programs at Tidwell that are thriving. The strengths our campus shows regarding expectations for students to engage in collaboration, critical thinking, communication, and work that involves content literacy. 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): Through continual professional collaborative practices, we will develop a culture of learning and improve instructional opportunities, resulting in student growth and accountability. **Root Cause:** We will continue to increase academic, emotional, and behavioral expectations. Effective PLCs with vertical and horizontal alignment will lead to very good tier 1 instruction.

Perceptions

Perceptions Summary

Students and teachers describe our campus in a positive way. Tidwell has a positive school culture that focuses on being safe, successful and involved. 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.

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 via ParentSquare, Grade Level Newsletters, Remind 101, Social Media: Facebook and Twitter and Instagram. The systems in place that positively impact either discipline or attendance are Character Strong advisory curriculum and Restorative efforts. These programs help teach students the emotional and behavioral 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 (Prioritized): Tidwell will continue to focus on the academic and emotional needs of every student, specifically in the areas of new students, isolated students, grieving students, and students with emotional gaps. **Root Cause:** A continued focus on SEL and restorative efforts will support teachers and students in the classroom that will ultimately increase student achievement and by encouraging the Titan Way: do the right thing, the right way, all the time.

Priority Problem Statements

Problem Statement 1: Through continual professional collaborative practices, we will develop a culture of learning and improve instructional opportunities, resulting in student growth and accountability.

Root Cause 1: We will continue to increase academic, emotional, and behavioral expectations. Effective PLCs with vertical and horizontal alignment will lead to very good tier 1 instruction.

Problem Statement 1 Areas: School Processes & Programs

Problem Statement 2: Tidwell will continue to focus on the academic and emotional needs of every student, specifically in the areas of new students, isolated students, grieving students, and students with emotional gaps.

Root Cause 2: A continued focus on SEL and restorative efforts will support teachers and students in the classroom that will ultimately increase student achievement and by encouraging the Titan Way: do the right thing, the right way, all the time.

Problem Statement 2 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)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Federal Report Card and accountability data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Section 504 data
- Homeless data
- Gifted and talented data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Campus leadership data
- Professional development needs assessment data
- T-TESS data
- T-PESS data





Goals

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

Performance Objective 1: Tidwell Middle School will 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			
Strategy 1: 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 every student. Strategy's Expected Result/Impact: An increase in unit assessments, benchmarks, and STAAR results along with a decrease in course failures and less missing classroom assignments. Staff Responsible for Monitoring: 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			
Strategy 1: Tidwell will increase overall student academic performance in all content areas with a focus on tier 1 instruction through quality PLC time in designing engaging lessons, assessing student performance data, and modeling exceptional examples. Strategy's Expected Result/Impact: We will monitor through our district/campus data and have check points throughout the year (end of each nine weeks). Staff Responsible for Monitoring: Admin, Teachers, Counselors	Formative			Summative
	Nov	Jan	Mar	May
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></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 and reading challenges, classroom teacher feedback, English assessment data, classroom walkthroughs and observations, unit assessments, benchmarks and STAAR.

Strategy 1 Details	Reviews			
<p>Strategy 1: 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. Reading challenges and library circulation numbers are ways we track data.</p> <p>Strategy's Expected Result/Impact: 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.</p> <p>Staff Responsible for Monitoring: Teachers, Special Services Staff, Administration</p>	Formative			Summative
	Nov	Jan	Mar	May
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </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 on positive connections that challenge students to excel and maximize their potential by being safe, successful and involved.

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





Strategy 1 Details	Reviews			
Strategy 1: Through the use of our Advisory content (Character Strong and student choice board), restorative efforts, strong relationships will be built among the students and teachers. With those positive relationships built with students, teachers will have a deeper understanding in how to effectively reach the learning styles of all students. Strategy's Expected Result/Impact: Students that receive individualized support will be successful in their academic pursuits. Staff Responsible for Monitoring: Administrators, teachers, instructional paras.	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			
Strategy 1: Tidwell Middle School will increase efficacy in all staff members by emphasizing department PLC meetings in the morning or during common planning times. Tidwell will continue to recruit the best staff members we can find through all methods such as TalentEd and recruiting from alternate certification programs. Strategy's Expected Result/Impact: Vertically and horizontally aligned lesson plans to increase higher levels of student instruction and learning while eliminating random variation. Staff Responsible for Monitoring: Teachers, Department Coaches, Department Chairs, Administration	Formative			Summative
	Nov	Jan	Mar	May

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

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			
Strategy 1: 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. Continual support and encouragement will regularly be built in. Strategy's Expected Result/Impact: Stronger teachers who grow professionally in a safe, collaborative working environment. Staff Responsible for Monitoring: Mentor Coordinator, Teachers, 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 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. Grade specific sites provide content when necessary. We will use social media outlets (FaceBook, Twitter, Instagram, ParentSquare, 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			
Strategy 1: Communicate effectively and timely through campus newsletters and campus social media accounts. Strategy's Expected Result/Impact: Increased campus and culture climate. Staff Responsible for Monitoring: Administration, Campus Webmaster	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 2: Tidwell Middle School will respond to the challenges and staff and teacher absences related to COVID-19 and national and local security improvements 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: Continued reminders about campus safety protocols.

Strategy 1 Details	Reviews			
Strategy 1: Develop and sustain campus specific practices to support NISD Health and Safety protocols and national and local security measures in an effort to maximize safety for our students and staff. Strategy's Expected Result/Impact: Reduce and minimize any infection clusters of students or staff from COVID-19, reducing absenteeism due to quarantine or infection due to illness. Staff Responsible for Monitoring: Teachers, Staff, Administration, Nurse	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			
Strategy 1: 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. In the spring we will host a cultural awareness evening at spring open house. Strategy's Expected Result/Impact: Students, staff, and families feel that there are no barriers to success based on gender, race or religion. Staff Responsible for Monitoring: Teachers, Staff, Administration	Formative			Summative
	Nov	Jan	Mar	May
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Addendums



Tidwell Middle School

2022-23

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.

Faculty and Staff Support: NISD will recruit and retain a diverse employee population through the use of a strategic, competitive total compensation and benefits plan.

2022-23 Campus Goal(s)

Type your goal(s) here and provide a brief explanation about why you have identified this as your campus goal(s) based on your data:

At Tidwell Middle School, our goal is to increase growth and accountability of all students academically, emotionally, and behaviorally.

Problem of Practice

(Instructional challenge we need to improve in order to meet our goal(s))

Type the instructional challenge (Problem of Practice) that your campus has identified as an area in need of improvement and provide a brief explanation of why this is challenge for your campus:

Through continual professional collaborative practices, we will develop a culture of learning and improve instructional opportunities, resulting in student growth and accountability.

Theory of Action

(Anchored in the NISD Instructional Framework)

*We are Map Makers
and Meaning Makers.*

These layers to our map will
help us improve our
Instructional Challenge
(POP) this year:

If we improve continual professional collaborative practices and PLCs

And if we focus on designing student-centered and equitable learning opportunities

And if we standardize the communication of processes and educational strategies

Then these are the changes we expect to see in ourselves and our students:

- Clearer and consistent communication
- Staff retention
- Stronger culture of growth and support
- Consistent expectations
- Measurable (academic, attendance, emotional, behavioral) growth

ACTION PLAN

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

- As map makers and meaning makers, what map layers are important to consider as you put your Theory of Action into practice?
- What layers of your map do your teachers need to create and/or explore in order to engage in and fully embrace your campus POP?
- What layers of your map do your teachers need to create and/or explore in order to meet the needs of all students on your campus?
- Knowing that maps are the most important documents we have, how will you track the progress you have made on your journey throughout the year?
- How will you create and maintain energy and commitment related to your POP throughout the year?

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, tardy system,
Increase cross-curricular writing opportunities	Whole-Staff	Weekly/monthly	PLC, faculty meetings

Streamline communication	Whole-Staff	Continual	Staff feedback, staff surveys, parent newsletter
Peer-teacher walkthroughs with designed look fors that align with the campus goal.	Whole-staff	Monthly/quarterly	Reflection Form
Use Character Strong and NISD SEL Framework to build SEL skills	Whole-staff	Weekly	Student Reflection data, Advisory plan,



Northwest Independent School District

Wilson Middle School

2022-2023 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

Demographics

Demographics Summary

White	Hispanic	African American	2 or More Races	Asian	Economically Disadvantaged	Special Education	504	Dyslexia	GT	EL	At-Risk
50.2%	23.9%	17.8%	1%	6.3%	30.1%	15.4%	12.4%	11.3%	11.5%	7.2%	31.3%

Demographics Strengths

The campus demographics have increased in enrollment, economically disadvantaged, SPED and At-Risk since pre-COVID. Intervention efforts and MAP testing will support student needs and the campus monitoring of progress.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Black students at Wilson MS have more than double the number of discipline referrals of other student populations but make up only 17.5% of the student population. **Root Cause:** Black students' needs are not being met by the staff. The staff needs diversity training and school leaders need to provide intervention trainings that involve all stakeholders.

Problem Statement 2 (Prioritized): Male students at Wilson MS make up a significant amount of student discipline as compared to the females. As of September 29, 2022, 165 out of 226 total discipline referrals belong to male students. **Root Cause:** Male students are struggling with middle school expectations and transitions, and need targeted support. Teachers and staff may be biased towards boys and they may not realize it.

Student Learning

Student Learning Summary

Grade Level & Test	2021 6th Grade Reading	2022 6th Grade Reading	2021 6th Grade Math	2022 6th Grade Math	2021 7th Grade Reading	2022 7th Grade Reading	2021 7th Grade Math	2022 7th Grade Math
% Approaches	67%	70%	83%	81%	73%	86%	50%	46%

Grade Level & Test	2021 8th Grade Reading	2022 8th Grade Reading	2021 8th Grade Math	2022 8th Grade Math	2021 8th Grade Science	2022 8th Grade Science	2021 8th Grade SS	2022 8th Grade SS	2021 8th Grade Alg. I	2022 8th Grade Alg. I
% Approaches	83%	85%	77%	74%	78%	74%	69%	70%	99%	99%

(MAP Growth Data Fall 21- Spring 22)

	6 Expected Growth	6 Observed Growth	7 Expected Growth	7 Observed Growth	8 Expected Growth	8 Observed Growth
Reading	5.5	1	4.5	4	3.9	2
Math	8.7	10	7.1	6	5.7	9

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): 8th grade social students classes performed significantly lower than any other core content on the 2022 STAAR exam. **Root Cause:** Teachers were not tracking benchmark performance or were not moving through the curriculum as it was paced.

Priority Problem Statements

Problem Statement 1: Black students at Wilson MS have more than double the number of discipline referrals of other student populations but make up only 17.5% of the student population.

Root Cause 1: Black students needs are not being met by the staff. The staff needs diversity training and school leaders need to provide intervention trainings that involve all stakeholders.

Problem Statement 1 Areas: Demographics

Problem Statement 3: 8th grade social students classes performed significantly lower than any other core content on the 2022 STAAR exam.

Root Cause 3: Teachers were not tracking benchmark performance or were not moving through the curriculum as it was paced.

Problem Statement 3 Areas: Student Learning

Problem Statement 5: Wilson teachers reported a culture problem beginning the 22-23 school year due to lack of expectations and processes.

Root Cause 5: Processes and expectations were not introduced at Wilson as the campus demographics changed and the size became larger.

Problem Statement 5 Areas: School Processes & Programs

Problem Statement 4: Going into the 22-23 school year, the community perception was that the campus was out of control and needed structure.

Root Cause 4: Processes and expectations were not introduced at Wilson as the campus demographics changed and the size became larger and tempered communication allowed for parents and students in the community to create the narrative as to what was happening at the school.

Problem Statement 4 Areas: Perceptions

Problem Statement 2: Male students at Wilson MS make up a significant amount of student discipline as compared to the females. As of September 29, 2022, 165 out of 226 total discipline referrals belong to male students.

Root Cause 2: Male students are struggling with middle school expectations and transitions, and need targeted support. Teachers and staff may be bias towards boys and they may not realize it.

Problem Statement 2 Areas: Demographics

Goals

Goal 1: 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.

Performance Objective 1: Wilson MS students will increase overall reading performance by at least 6% on the 2023 STAAR ELA Exam.

Evaluation Data Sources: MAP testing, SLO checks, Unit Tests, CBAs

Strategy 1 Details	Reviews			
Strategy 1: The English Department will examine if students can determine the meaning and usage of grade-level academic English words derived from Greek and Latin roots through a pre-test and subsequent tests given each month to examine vocabulary correlation to MAP testing scores. Strategy's Expected Result/Impact: That students will be able to break down words by learning the parts of the words so they may be able to increase their comprehension of the word in context. Staff Responsible for Monitoring: ELA Department Teachers, Wilson Administrators	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Each week, all Wilson students will learn an SAT Word of the Week in order to be exposed to the 100 most used words on the SAT. Teachers will reward students for using these words in conversations or in their writing. Strategy's Expected Result/Impact: Wilson students will use SAT level vocabulary in their everyday vernacular and in their writing in order to develop their comprehension and recognition of high levels of vocabulary. Staff Responsible for Monitoring: All Wilson Staff and Teachers	Formative			Summative
	Nov	Jan	Mar	May
Strategy 3 Details	Reviews			
Strategy 3: Wilson students will have daily choice reading for students in ELA classes, weekly choice reading in Advisory, weekly choice reading in Math, Science, and Social Studies classes. Strategy's Expected Result/Impact: Students should show an increase scores in MAP testing, Unit tests, CBAs	Formative			Summative
	Nov	Jan	Mar	May
Strategy 4 Details	Reviews			
Strategy 4: The Wilson Librarian will encourage reading through classroom visits to the library through ELA classes, hosting at least two Book Brawls, and establish Book Talks once a month for the principal's newsletter. Strategy's Expected Result/Impact: Students will develop an appreciation for what the school library has to	Formative			Summative
	Nov	Jan	Mar	May





offer and the school will continue to develop a culture of literacy.					
<div> <div>0%</div> <div>No Progress</div> </div>		<div> <div>100%</div> <div>Accomplished</div> </div>		<div> <div>→</div> <div>Continue/Modify</div> </div>	
				<div> <div>✖</div> <div>Discontinue</div> </div>	

Goal 2: 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.

Performance Objective 1: All students at Wilson Middle School will experience academic success in a dynamic learning environment through purposeful checks for understanding, targeted assessments, and correlated teacher feedback.

High Priority

Evaluation Data Sources: Walk-throughs, focus walks, teacher conferences with appraisers, instructional coaches feedback.

Strategy 1 Details	Reviews			
Strategy 1: Teachers at Wilson MS will display visible learning targets daily to intentionally guide students' understanding of the learning target and how to demonstrate their learning. Strategy's Expected Result/Impact: Making the What, Why, How visible allows the students to see what they are learning, why they are learning it, and how they will demonstrate their learning. The intentionality of this process helps the teacher align their lessons to the TEKS. Staff Responsible for Monitoring: All Wilson Staff, Wilson Administrators, Campus Instructional Coaches	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: All Wilson teachers and departments will be expected to maintain a compelling scoreboard around district and campus goals in order to intentionally examine data in weekly PLCs. Strategy's Expected Result/Impact: To build a culture of accountability at Wilson and to allow teachers to examine data every week to see if their intentional practices are truly affecting data in a positive direction. Staff Responsible for Monitoring: All Wilson Staff and Teachers, Administrators	Formative			Summative
	Nov	Jan	Mar	May
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 2: 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.

Performance Objective 2: Wilson students will increase overall math performance by at least 7%.





Evaluation Data Sources: MAP Testing, CBAs, Unit Tests, STAAR

Strategy 1 Details	Reviews			
Strategy 1: Wilson Math teachers will track students' mastery of rational numbers twice a month through targeted quizzes to examine how it affects students' success in other areas of math. Strategy's Expected Result/Impact: Students' performance will improve over time and other math calculation abilities should be affected positively. Staff Responsible for Monitoring: Math Teachers, Wilson Administrators	Formative			Summative
	Nov	Jan	Mar	May
<div><div><div><div></div><div>0%</div></div><div>No Progress</div></div><div><div><div></div><div>100%</div></div><div>Accomplished</div></div><div><div><div></div></div><div>Continue/Modify</div></div><div><div><div></div></div><div>Discontinue</div></div></div>				

Goal 3: 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.

Performance Objective 1: Wilson will decrease its overall office referrals by at least 10%.





Evaluation Data Sources: Major Discipline Referrals, ISS Data, Lunch Group Data

Strategy 1 Details	Reviews			
Strategy 1: The Wilson Counseling Department is developing Lunch Groups around student needs that range from anxiety to aggression in order to provide students with tools to support their needs or change their behavior Strategy's Expected Result/Impact: Students at Wilson who are repeat offenders in the office will have resources to help them cope with challenges that impede their learning. Staff Responsible for Monitoring: Wilson Counseling Dept., Administrators, CAP Center Staff	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: The Wilson Administration Team will meet once a week to track data on discipline referrals and restroom pass use to identify the total loss of instructional time and areas of needed improvement. Strategy's Expected Result/Impact: Reducing referrals and removing students from class will help with loss of instructional time for students. Staff Responsible for Monitoring: Wilson A-Team (Administrators and Counselors)	Formative			Summative
	Nov	Jan	Mar	May
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 3: 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.

Performance Objective 2: Wilson will offer two community meetings that provide family and students with tools to be successful in managing family and personal crisis.





Evaluation Data Sources: Wilson Counselors and Administrators

Strategy 1 Details	Reviews			
Strategy 1: The principal and counselor will work with community based programs to offer educational meetings on managing trauma and conflict resolution to parents and students. Strategy's Expected Result/Impact: Families and students will gain tools to navigate conflicts in order to help us lower student discipline and time out of class. Staff Responsible for Monitoring: Wilson Counselors and Administrators	Formative			Summative
	Nov	Jan	Mar	May
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 4: NISD will support and value all employees by equipping staff with the appropriate culture, resources, and professional development to be successful in their role

Performance Objective 1: All Wilson Teachers will be given the opportunity to engage in professional development that is engaging and relevant to the campus goals.





Evaluation Data Sources: Bite Size PD participation, IC offerings, book studies

Strategy 1 Details	Reviews			
Strategy 1: Wilson teachers and staff will have an opportunity to join the Upshot Squad to examine discipline practices and campus behavior expectations every six weeks. Strategy's Expected Result/Impact: Cultural changes will result in better behavior from students and increase positive interactions between teachers and students. Staff Responsible for Monitoring: All Wilson Staff, Administrators	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Wilson teachers will be trained in the CHAMPS behavior system at the start of the year and will revisit during a professional development once during the school year. Strategy's Expected Result/Impact: Teachers will use CHAMPS as a tool for managing their classroom and eliciting positive behavior from students. Staff Responsible for Monitoring: Wilson Teachers, Administration	Formative			Summative
	Nov	Jan	Mar	May
Strategy 3 Details	Reviews			
Strategy 3: Wilson teachers will earn badges and receive recognition based on the demonstration of identified best practices from October through February. Strategy's Expected Result/Impact: Teachers will be rewarded for demonstrating best practices and will strive to become an Elite teacher at Wilson while encouraging others to do the same.	Formative			Summative
	Nov	Jan	Mar	May
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 4: NISD will support and value all employees by equipping staff with the appropriate culture, resources, and professional development to be successful in their role

Performance Objective 2: All Wilson staff will utilize the 4 Disciplines of Execution to identify areas of targeted improvement in order to provide accountability for determined campus goals.





Evaluation Data Sources: Compelling Scoreboards, PLC Data, Overall campus data (STAAR, MAP testing, Nine Weeks Grades, Semester Exams)

Strategy 1 Details	Reviews			
Strategy 1: Wilson teachers will examine all of the compelling scoreboards across departments at two professional development meetings during the school year so that they demonstrate ownership of their own scoreboard and seeing collective ownership across the campus. Strategy's Expected Result/Impact: This will create teacher buy-in through seeing all the efforts in each department, as everyone shares the data they're tracking. Staff Responsible for Monitoring: All Wilson Staff	Formative			Summative
	Nov	Jan	Mar	May
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 4: NISD will support and value all employees by equipping staff with the appropriate culture, resources, and professional development to be successful in their role

Performance Objective 3: Wilson staff will regularly engage stakeholders and keep them informed of expectations of the campus and the purpose behind them.

Evaluation Data Sources: Wilson Administration

Strategy 1 Details	Reviews			
Strategy 1: The Wilson Principal will host a Fireside Chat for parents/stakeholders who are interested in learning about the campus and district focus once a month from September through February. Strategy's Expected Result/Impact: This will provide community support for what is happening on campus and will help Wilson meet campus and district goals.	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: The Wilson principal's newsletter will be sent out once a week to keep stakeholders informed of district and campus goals.	Formative			Summative
	Nov	Jan	Mar	May
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Addendums



WILSON MIDDLE SCHOOL

2022-23

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.

Faculty and Staff Support: NISD will recruit and retain a diverse employee population through the use of a strategic, competitive total compensation and benefits plan.

2022-23 Campus Goal(s)

Type your goal(s) here and provide a brief explanation about why you have identified this as your campus goal(s) based on your data:

Reading - Wilson students will increase reading performance by at least 6%.

Math - Wilson students will increase math performance by at least 7%.

Social Emotional Support - Wilson will decrease office referrals by at least 10%.

Justification: Reading and Math performance on STAAR/Map testing, while having increased since returning to in-person learning, still shows areas for needed growth. The culture and climate that is created and supported through intentional social-emotional guidance will affect overall positive academic outcomes.

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Problem of Practice (Instructional challenge we need to improve in order to meet our goal(s))
<i>Type the instructional challenge (Problem of Practice) that your campus has identified as an area in need of improvement and provide a brief explanation of why this is challenge for your campus:</i>
POP: All students at Wilson Middle School will experience academic success in a dynamic learning environment through purposeful checks for understanding, targeted assessments, and correlated teacher feedback.
Justification: Academic data suggests an inconsistency in measuring and assessing for learning.

Theory of Action (Anchored in the NISD Instructional Framework)	
<i>We are Map Makers and Meaning Makers.</i> These layers to our map will help us improve our Instructional Challenge (POP) this year:	If we, If we plan differentiated lessons based on state or course standards,
	And if we, And if we implement consistent and intentional assessments of learning,
	And if we, And if we provide timely and specific feedback to all stakeholders,
	Then these are the changes we expect to see in ourselves and our students: Then we expect to see continued incremental growth in student achievement on formal assessments (ex. CBAs, MAP, iReady and STAAR).

ACTION PLAN

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

- As map makers and meaning makers, what map layers are important to consider as you put your Theory of Action into practice?
- What layers of your map do your teachers need to create and/or explore in order to engage in and fully embrace your campus POP?
- What layers of your map do your teachers need to create and/or explore in order to meet the needs of all students on your campus?
- Knowing that maps are the most important documents we have, how will you track the progress you have made on your journey throughout the year?
- How will you create and maintain energy and commitment related to your POP throughout the year?

Action Step	Who will be involved?	What is our time frame?	How we will monitor our progress?	
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, differentiated learning 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, ELA and Science.	Planning
Trained in timely and appropriate feedback to students.	Leadership Team/Instructional Coaches	All Year	Leadership observations and PLC lesson reviews through Protocols.	Systems of Support and Success
RTI and eSTAR Training	Math and ELA	By September	PLCs and RTI	Systems of Support and Success
MAPS	Math and ELA, Science	All Year	MAPS results	Assessment
Trained in how to break down TEK and write Learning Targets	Leadership Team/Department Leads/Instructional Coaches	By September	Leadership observations and PLC lesson reviews through Protocols.	Planning

Teach specific Learning Objectives and assess student understanding daily.	Department Leads and Teachers	All Year	Leadership observations and PLC's	Assessments/Lessons
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
Workshop Model(or other Instructional Model) Training focusing on the "Worktime" for assessment opportunities.	Leadership Team/Department Leads/Instructional Coaches	All Year	Walkthroughs, PLCs, Grade Level Meetings, Employee Feedback	Assessments/Lessons

