

**Northwest Independent School District**  
**Leo Adams Middle School**  
**2023-2024 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.

Table of Contents

Northwest ISD Vision 2

Northwest ISD Mission 2

Goals 4

    Goal 1: Northwest ISD will provide personalized learning experiences and cultivate the growth and achievement of every student. 4

    Goal 2: Northwest ISD will recruit, value, and retain highly effective staff prepared to meet the individual needs of our students and learning community. 6





    Goal 3: Northwest ISD will foster a safe environment and a culture of engagement that values the voices of all students, staff, families, and community members. 9

# Goals

**Goal 1:** Northwest ISD will provide personalized learning experiences and cultivate the growth and achievement of every student.

**Performance Objective 1:** Literacy

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

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Increase student performance by 5% in all content areas and student groups by way of intentional focus on literacy and engagement practices to ensure students are showing growth of one or more years in academic progress. <b>Strategy's Expected Result/Impact:</b> Continues improvement and evident growth in all assessment measures MAP, CBAs, grade reports, STAAR. <b>Staff Responsible for Monitoring:</b> All professional staff.	Formative			Summative
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**Goal 1:** Northwest ISD will provide personalized learning experiences and cultivate the growth and achievement of every student.

**Performance Objective 2:** Academic Progress

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

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Increase literacy focus by utilizing journals as window to the learning in the classroom in all content areas and practice a myriad of goal setting/crushing strategies throughout the day of our students. <b>Strategy's Expected Result/Impact:</b> Improved journals and evidence of learning. Improved student performance quarter by quarter through goal setting and planning.	Formative			Summative
	Nov	Jan	Mar	May
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**Goal 1:** Northwest ISD will provide personalized learning experiences and cultivate the growth and achievement of every student.

**Performance Objective 3:** College, Career, Military & Life Readiness

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

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> All 8th graders will enroll and complete CCE, with implementation and participation in community programs and lessons that prepare them for selecting academies and pathways. as well as future jobs/careers/internship opportunities. <b>Strategy's Expected Result/Impact:</b> 100% completion of CCE and increased percentages in academy and pathways participation enrollment from previous years.	Formative			Summative
	Nov	Jan	Mar	May
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**Goal 2:** Northwest ISD will recruit, value, and retain highly effective staff prepared to meet the individual needs of our students and learning community.

**Performance Objective 1:** Recruit

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

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Continue committee interviews that include campus representation for recommending candidates, participating in recruiting efforts for the district/campus, use social media as recruitment tool and sharing new hires and open positions on our campus, intentional planning for onboarding and new hire orientation with mentor support, welcome gifts/swag and ongoing collaboration opportunities through department PLCs and Grade Level Team connections.  <b>Strategy's Expected Result/Impact:</b> Improved retention rate, with evidence of teachers remaining at Adams and in the education profession.	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 2:** Northwest ISD will recruit, value, and retain highly effective staff prepared to meet the individual needs of our students and learning community.

**Performance Objective 2:** Value

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

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Continue to sustain and promote a strong campus mentorship program, promote district leadership pathways, provide campus based internship opportunities, and a variety of leadership and coordinating opportunities for campus level programs and initiatives. <b>Strategy's Expected Result/Impact:</b> Improved retention rates at Adams as well as for our profession.	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 2:** Northwest ISD will recruit, value, and retain highly effective staff prepared to meet the individual needs of our students and learning community.

**Performance Objective 3:** Retain

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

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Rejuvenate our Lion of the Month, create a culture of strong connection, communication and collaboration through our Lion Leadership Team (dept. chairs, team leaders, admin., counselors), Dept. PLCs, and Grade Level Teams, and increase our outreach opportunities to include staff's families for social events and campus events! <b>Strategy's Expected Result/Impact:</b> Boost overall morale, improve retention rates, and evidence of improved employee satisfaction.	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 3:** Northwest ISD will foster a safe environment and a culture of engagement that values the voices of all students, staff, families, and community members.

**Performance Objective 1:** Engagement

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

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Use of a myriad of awards, incentives to cultivate a culture of fun and high engagement, Continue strong partnerships with PTSA and develop additional partners through PIE, host campus and community events and connection opportunities with promoting on socials and branding our campus.  <b>Strategy's Expected Result/Impact:</b> Improved community collaboration and partnerships, increased PIE partners from previous years, increase in positive shout outs/celebratory posts on social media and communication to admin..	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 3:** Northwest ISD will foster a safe environment and a culture of engagement that values the voices of all students, staff, families, and community members.

**Performance Objective 2: Culture**

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

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Continue developing our campus pillars within the classrooms as norms and expectations for all, embrace district behavior frameworks in partnership, personalize as many as experiences as possible for celebrations of learning (PAW Day, Club Lion, Character Strong stickers), establish Parent University to create a sense of belonging and understanding of middle school culture.  <b>Strategy's Expected Result/Impact:</b> Improve campus and home connection, collaboration, and partnership.	Formative			Summative
	Nov	Jan	Mar	May
<div><div><div><div></div><div>0%</div></div>No Progress</div><div><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 foster a safe environment and a culture of engagement that values the voices of all students, staff, families, and community members.

**Performance Objective 3:** Safety

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

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Promote student involvement and voice in school activities, clubs, and programs like StuCo, NJHS, PTSA, Leadworthy, Lion LINKS, continue communicating MTSS information, participate and engage in all student support services and initiatives.  <b>Strategy's Expected Result/Impact:</b> Improved social-emotional well being by evidence in SIs, behavior referrals, discipline stats, attendance, and grade reports.	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>				

**Northwest Independent School District**  
**Chisholm Trail Middle School**  
**2023-2024 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.

# Table of Contents

Northwest ISD Vision	2
Northwest ISD Mission	2
Chisholm Trail Middle School Mission	2
Comprehensive Needs Assessment	4
Needs Assessment Overview	4
Demographics	5
Student Learning	7
School Processes & Programs	8
Perceptions	10
Our Vision	11
Our Mission	11
CTMS Bulldog Pledge	11
Priority Problem Statements	12
Goals	13
Goal 1: Northwest ISD will provide personalized learning experiences and cultivate the growth and achievement of every student.	14
Goal 2: Northwest ISD will recruit, value, and retain highly effective staff prepared to meet the individual needs of our students and learning community.	17
Goal 3: Northwest ISD will foster a safe environment and a culture of engagement that values the voices of all students, staff, families, and community members.	20
Title I	25
1.1: Comprehensive Needs Assessment	26
2.1: Campus Improvement Plan developed with appropriate stakeholders	26
2.2: Regular monitoring and revision	27
2.3: Available to parents and community in an understandable format and language	27
2.4: Opportunities for all children to meet State standards	27
2.5: Increased learning time and well-rounded education	28
2.6: Address needs of all students, particularly at-risk	28
4.1: Develop and distribute Parent and Family Engagement Policy	28
4.2: Offer flexible number of parent involvement meetings	29
Title I Personnel	29

# 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)** 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 1416.
- 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. The AST will support grade level PLCs, Vertical Team Meetings, and deliver job embedded Professional Development. They will also desegregate data including CBAs, benchmark assessments, and MAP assessments. 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 significant learning gaps 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.
- 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 Tier 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 2023 - 2024 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
48%	38%	8%	3%	2%	53%	20%	12%	12%	8%	14%	54%	15%	0

2022 - 2023 school year: 229 6th graders, 230 7th graders, and 240 8th graders = 699

2023 - 2024 school year: 302 6th graders, 251 7th graders, and 272 8th graders = 825

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

Active Partners In Education: Local Churches

Active and Involved PTSA

Game Day (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	2022 6th Grade Reading	2023 6th Grade Reading	2022 6th Grade Math	2023 6th Grade Math	2022 7th Grade Reading	2023 7th Grade Reading	2022 7th Grade Math	2023 7th Grade Math
% Approaches	58%	67%	61%	65%	77%	76%	44%	45%

Grade Level & Test	2022 8th Grade Reading	2023 8th Grade Reading	2022 8th Grade Math	2023 8th Grade Math	2022 8th Grade Science	2023 8th Grade Science	2022 8th Grade SS	2023 8th Grade SS	2022 8th Grade Alg. I	2023 8th Grade Alg. I
% Approaches	77%	84%	72%	74%	70%	68%	58%	56%	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

We saw an increase in percent approaches in 5 of 9 tested areas and 100% in Algebra for two years in a row.

## 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.

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

Bi-weekly Instructional Leadership Meeting PLC with all department chairs

Administrative Team- Instructional Leadership

Guidance Counseling led by Counselors

New Teacher Mentoring

Gotcha Awards for students and staff - Recognition

Students 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

19 Campus Culture Committees

Organizational Health Instrument (OHI) - Goal Focus priority for campus

Behavioral Support Framework - campus professional learning to support addressing student behavior

### **School Processes & Programs Strengths**

School Processes and Programs are anchored in middle school philosophies that meet the needs of the whole child and address academic, behavioral, and 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.

# 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.

We offer a variety of student-led clubs to offer points of inclusion for our students.

### 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 HB1416, 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.

**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 HB1416, 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:** Northwest ISD will provide personalized learning experiences and cultivate the growth and achievement of every student.

**Performance Objective 1:** Literacy

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

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Continuously monitor student progress using MAP and other assessment data. Staff will adjust instruction as needed and set specific goals for improvement while regularly assessing whether those goals are being met. <b>Strategy's Expected Result/Impact:</b> Students will meet or exceed one year's growth. <b>Staff Responsible for Monitoring:</b> AST/MTSS Teacher All staff  <b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math	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 1:** Northwest ISD will provide personalized learning experiences and cultivate the growth and achievement of every student.

**Performance Objective 2:** Academic Progress

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

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Monitor achievement and progress in short intervals: marking period grades, progress reports, formative assessments, CBAs, semester exams, and benchmarks. <b>Strategy's Expected Result/Impact:</b> Students will increase achievement and gain confidence to continue excelling as progress is monitored, acknowledged and celebrated in short intervals. <b>Staff Responsible for Monitoring:</b> Administrators Department Chairs Counselors Teachers  <b>Title I:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Work together in professional learning communities (PLCs) to design equitable, engaging lessons, academic discussions, high-level questions, and rigorous student tasks so our Tier I instruction exceeds all expectations on a daily basis.	Formative			Summative
	Nov	Jan	Mar	May

Improve, with fidelity, the power of our professional learning communities...

And improve, with fidelity, our own learning as an organization; through a variety of actions; such as, Teachers Teaching Teachers (T3) walkthroughs to foster a teacher growth mindset...

And when we utilize the following resources: Student goal setting protocols, Instructional Coaches, Instructional Framework, Workshop Model, ICLE rubric, MAP data protocols, AVID structures, Lead4Ward, etc... (Problem of Practice)

**Strategy's Expected Result/Impact:** From Fall 2023 - Spring 2024, our students will meet or exceed one year's growth per content/per grade level. Multiple data sources will be selected per department to measure student growth.

**Staff Responsible for Monitoring:** All staff

**Title I:**  
2.4, 2.5, 2.6

**- TEA Priorities:**  
Build a foundation of reading and math

No Progress

Accomplished





Continue/Modify

Discontinue

**Goal 1:** Northwest ISD will provide personalized learning experiences and cultivate the growth and achievement of every student.

**Performance Objective 3:** College, Career, Military & Life Readiness





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

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Offer AVID classes to 7th and 8th grade students <b>Strategy's Expected Result/Impact:</b> Increase the number of students taking advanced courses. Providing students opportunities to learn about colleges/universities; as in, campus visits and research projects. <b>Staff Responsible for Monitoring:</b> AVID teacher and campus site team  <b>Title I:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Connect high school to career and college, Improve low-performing schools <b>- ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Offer CCE classes to 8th grade students. <b>Strategy's Expected Result/Impact:</b> 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 their future, staff discuss a variety of resources including information about paying for college, workforce transition, and assessment preparation. <b>Staff Responsible for Monitoring:</b> CCE Teachers and Counselors  <b>Title I:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Connect high school to career and college <b>- ESF Levers:</b> Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	May
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

**Goal 2:** Northwest ISD will recruit, value, and retain highly effective staff prepared to meet the individual needs of our students and learning community.

**Performance Objective 1:** Recruit





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

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Attend and recruit at Career/Job Fairs Interview candidates as a committee <b>Strategy's Expected Result/Impact:</b> Hire high-quality staff <b>Staff Responsible for Monitoring:</b> Administration C&I Department Heads  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals	Formative			Summative
	Nov	Jan	Mar	May
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

**Goal 2:** Northwest ISD will recruit, value, and retain highly effective staff prepared to meet the individual needs of our students and learning community.

**Performance Objective 2: Value**

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

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Maintain campus mentoring program for first year teachers and teachers new to the district. <b>Strategy's Expected Result/Impact:</b> Provide orientation and on-going support to learn campus and district expectations, policies, and procedures. <b>Staff Responsible for Monitoring:</b> Campus Administration Secondary Teacher Support Specialist Campus Mentor Coordinator Buddy Teachers & Mentors  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals	Formative			Summative
	Nov	Jan	Mar	May
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

**Goal 2:** Northwest ISD will recruit, value, and retain highly effective staff prepared to meet the individual needs of our students and learning community.

**Performance Objective 3:** Retain





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

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Created culture campus committees to support THE WHOLE EMPLOYEE. Professional Learning Committee, Campus Morale Committee, Staff of the Month, Sunshine Committee <b>Strategy's Expected Result/Impact:</b> Higher staff retention percentage from year to year <b>Staff Responsible for Monitoring:</b> All staff  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals	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 3:** Northwest ISD will foster a safe environment and a culture of engagement that values the voices of all students, staff, families, and community members.

**Performance Objective 1:** Engagement

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





Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Implement an anti-bullying campaign to address local, state, and national-level feedback of negative student behaviors and evaluate parent and guardian input to provide to campus and district personnel. <b>Strategy's Expected Result/Impact:</b> Decrease in number of bullying reports. <b>Staff Responsible for Monitoring:</b> All staff  <b>Title I:</b> 2.6, 4.1 <b>- TEA Priorities:</b> Improve low-performing schools	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Campus Culture Committees have been created. Fall/Spring Open House, Parent Teacher Conference Night, Talent Show, Community Support, and the Social Media Committees are designed to foster collaborative dialogue and partnership opportunities with members of our community. <b>Strategy's Expected Result/Impact:</b> Increase in engagement by all stakeholders <b>Staff Responsible for Monitoring:</b> All staff  <b>Title I:</b> 4.1, 4.2 <b>- TEA Priorities:</b> Improve low-performing schools	Formative			Summative
	Nov	Jan	Mar	May
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

**Goal 3:** Northwest ISD will foster a safe environment and a culture of engagement that values the voices of all students, staff, families, and community members.

**Performance Objective 2: Culture**

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

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> 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 <b>Strategy's Expected Result/Impact:</b> Lower percentages of discipline referrals for ISS/OSS/DAEP placement and increased academic achievement by each marking period as compared to 2022 - 2023 school year. <b>Staff Responsible for Monitoring:</b> Administrators Teachers Staff  <b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Utilize Trail Time Captains to solicit input and feedback from students. Captains are selected by their peers to represent their advisory classes. <b>Strategy's Expected Result/Impact:</b> Hear student questions and/or concerns. <b>Staff Responsible for Monitoring:</b> Principal Teachers  <b>Title I:</b> 2.6 - <b>TEA Priorities:</b> Improve low-performing schools	Formative			Summative
	Nov	Jan	Mar	May





Strategy 3 Details		Reviews			
<b>Strategy 3:</b> Fall & Spring Administration/Counselor meetings with parents to solicit input/feedback to enhance a sense of belonging and community. We will also provide school-related information/topics. <b>Strategy's Expected Result/Impact:</b> Increase in parent/community involvement <b>Staff Responsible for Monitoring:</b> All staff  <b>Title I:</b> 4.2 - <b>TEA Priorities:</b> Improve low-performing schools		Formative			Summative
		Nov	Jan	Mar	May
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>					

**Goal 3:** Northwest ISD will foster a safe environment and a culture of engagement that values the voices of all students, staff, families, and community members.

**Performance Objective 3: Safety**

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

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Provide personalized training to support the emotional well-being of our students and staff. <b>Strategy's Expected Result/Impact:</b> Continued efforts to support our students and staff. <b>Staff Responsible for Monitoring:</b> All staff  <b>Title I:</b> 2.5 <b>- TEA Priorities:</b> Improve low-performing schools	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Support district policy and anti-bullying initiative. <b>Strategy's Expected Result/Impact:</b> Create awareness of bullying and decrease reports <b>Staff Responsible for Monitoring:</b> All staff  <b>Title I:</b> 2.6 <b>- TEA Priorities:</b> Improve low-performing schools	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>

Strategy 3 Details		Reviews			
<b>Strategy 3:</b> Throughout the school year, administration and counselors will host "Breakfast at The Trail" meetings with parents to discuss a variety of topics: Course Registration, NISD Academy Applications and Showcases, Illegal Substances (Deputy Pacheco), Stress Management, Social Media Influences, and other topics. <b>Strategy's Expected Result/Impact:</b> Continue to educate and support our families with information to strengthen their child(ren) as well as their understanding of topics. <b>Staff Responsible for Monitoring:</b> Administration Counselors  <b>Title I:</b> 4.2 <b>- TEA Priorities:</b> Improve low-performing schools		Formative			Summative
		Nov	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue					

# Title I

## 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

## 2.1: 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

## **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

# 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

# Northwest Independent School District

## Medlin Middle School

### 2023-2024 Campus Improvement Plan



# Mission Statement

The Medlin Community will use Growth mindset, positive Relationships, Integrity, and Teamwork to provide a safe and inclusive culture that empowers all Mustangs to reach their full potential.

## Vision

To ignite confidence in every Mustang to be their best self

## 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 ignite confidence in every Mustang to be their best self

### **Campus Mission**

The Medlin Community will use Growth mindset, positive Relationships, Integrity and Teamwork to provide a safe and inclusive culture that empowers all Mustangs to reach their full potential.

### **Campus Motto**

Mustang GRIT = Growth Mindset, Relationships, Integrity, Teamwork

### **Problem of Practice**

Medlin Middle School data demonstrates that our students are capable of engaging in meaningful learning experiences that challenge them to increase their critical thinking skills; however, students are not consistently utilizing higher level thinking skills to demonstrate mastery in all content areas.

## **Theory of Action**

If we model problem solving skills and focus on developing critical thinkers

And if, we elevate the rigor to ensure task relevance by increasing learning experiences that allow for student to analyze, evaluate, and create quality work.

And if, we partner with students and their families to create a growth mindset culture through individual academic goal setting with a focus on developing the student's best self.

Then students will increase their content literacy proficiency and reach their full potential academically, behaviorally, and emotionally because they have the skill sets necessary to problem solve across all content areas.

## **Medlin Goals**

Medlin's academic goal is to increase content literacy proficiency by at least 3% for ALL students by elevating the level of academic engagement and quality of task for each lesson in every content area.

Medlin will support the "whole child" by providing a safe environment that will engage students through connections, clubs, and extra-curricular opportunities.

We will increase family and community involvement through student academic goal setting and invite families/communities to partner with us through events and communication.

Medlin will continue to retain high quality staff through having a supportive, professional learning, and positive environment where people want to work together.

# Table of Contents

Northwest ISD Vision	2
Northwest ISD Mission	2
Medlin Middle School	3
	3
Campus Beliefs	3
Campus Vision	3
Campus Mission	3
Campus Motto	3
Comprehensive Needs Assessment	6
Demographics	6
Student Learning	6
School Processes & Programs	8
Perceptions	10
Priority Problem Statements	11
Comprehensive Needs Assessment Data Documentation	12
Goals	14
Goal 1: Northwest ISD will provide personalized learning experiences and cultivate the growth and achievement of every student.	15
Goal 2: Northwest ISD will recruit, value, and retain highly effective staff prepared to meet the individual needs of our students and learning community.	17
Goal 3: Northwest ISD will foster a safe environment and a culture of engagement that values the voices of all students, staff, families, and community members.	20

# 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
62%	21%	5%	1 %	11%	14 %	13%	14%	5%	21%	7%	20%	1%	5

### Demographics Strengths

Medlin Middle school's total number of students has increased by 15% this school year and we have also seen an increase in diversity among our student populations among our Mustang Family. We have increased our Hispanic and Asian populations and our white and African American population went down slightly.

Our special populations, including Economically Disadvantaged, Special Education, 504, English Learners, At-Risk, RTI, and homeless student populations all increased from our previous school years. our Gifted and Talented decreased by 1%.

The celebration of the demographic information above is that we are becoming a more divers campus, which help everyone in the building, staff, students, and community have a better learning experience due to various backgrounds and experience they bring to the Medlin Family.

### Problem Statements Identifying Demographics Needs

**Problem Statement 1 (Prioritized):** Our economically disadvantaged, special education, English learners, and 504 students perform at a lower level than our other students on STAAR and MAPS testing. Although this improved from the previous school year, we still have gaps between performances of the groups. **Root Cause:** The differentiation of instruction, under domain 2, "the teacher differentiates instruction, aligning methods and techniques to diverse student needs" within our Tier I instruction (classroom) is still in need of work campus-wide. We need to meet kids where they are and build the skills from there.

# Student Learning

## Student Learning Summary

Grade Level & Test	2022 6th Grade Reading	2023 6th Grade Reading	2022 6th Grade Math	2023 6th Grade Math	2022 7th Grade Reading	2023 7th Grade Reading	2022 7th Grade Math	2023 7th Grade Math
% Approaches	91%	92%	94%	91%	94%	96%	74%	88%

*The Medlin 6th and 7th grade STAAR data indicates that we are achieving at high levels. The 3% decrease you see in 6th grade math from 2022 to 2023 does not tell you that our 60 plus students from the GT math class were moved this past year to take the 7th grade test, thus the 7th grade percentage went up by 14%. The fact that most of our students passed reading and math STAAR test is indicated in this data.*

Grade Level & Test	2022 8th Grade Reading	2023 8th Grade Reading	2022 8th Grade Math	2023 8th Grade Math	2022 8th Grade Science	2023 8th Grade Science	2022 8th Grade SS	2023 8th Grade SS	2022 8th Grade Alg. I	2023 8th Grade Alg. I
% Approaches	94%	94%	91%	90%	95%	90%	87%	80%	100%	100%

The 8th grade data again indicates that our students are achieving at high levels, especially with the 100% passing of Algebra. The low Social Studies percentages, although higher than most of the state, indicates to us that students are struggling to transfer higher level thinking skills across content, because our kids show us they can achieve in other areas as higher levels.

## Student Learning Strengths

Positive data from the beginning of the year MAPS testing illustrates Medlin students at all levels and all subjects are performing at high levels in the 73rd percentile compared to other school nationwide.

In Math 6<sup>th</sup> graders are performing, on average, at the level expected of beginning of the year 9<sup>th</sup> graders (226.1 – 226.43), 7<sup>th</sup> graders are performing beyond the level of end of the year 12<sup>th</sup> graders (236 – 234.19), and 8<sup>th</sup> graders are beyond the level of end of the year 12<sup>th</sup> graders. ( 236.7– 234.19).

The Algebra students scored in the 79nd percentile on MAPS and Science in the 82nd percentile. 80 percent of our students were in the 60th or above percentile, which means they are scoring higher than 60 percent of their age group.

We had most of our students in applied (special education) math class pass the STAAR math for the first time.

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

As indicated from the above comparative data from 2022 to 2023, Medlin students are achieving at high levels, but the overall data indicates that many of our students can achieve at higher levels. Some of our students, example, Algebra, are achieving as high as they can be and have little room for improvement/growth. We need to continue to challenge ALL through our instruction.

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

**Problem Statement 1 (Prioritized):** According to the overall data, Medlin Middle School students are capable of performing at high levels; however, they are not doing so across all content areas. **Root Cause:** Students are not consistently being challenged to use critical thinking skills; therefore, they are not transferring these skills across all content areas.

# School Processes & Programs

## School Processes & Programs Summary

Medlin Middle School utilizes collaborative structures in our planning and decision making, whether it be committees, PLC work, utilizing surveys and input from parents, students, and staff in order to make decisions. We also use a variety of data to help with decision making and campus plans for the school year. The following are the committees and their description and structures:

Leadership Team- administrators, counselors, student service facilitator, and SRO meet the first day of every week to discuss student needs, staff needs, safety, and other items campus related

Instructional Leadership Team- focuses on instructional practices, leadership practices, professional development needs, and professional learning committees. The department chairs, admin, lead counselor, librarian, teacher mentor, team leads, and SSF meet once a month to plan for staff PD/PLC/and staff meetings.

Operational Leadership Team- grade level principals, counselors, team leads, and teachers meet once a quarter to discuss student needs, behavior support, parent conferences, etc. They focus on the whole child needs both academically and socially/emotionally and develop a plan for the children that need support.

Mentor program for teachers and aspiring administrators- Tiffany Wood and Paige Cantrell work with our new teachers/staff members to help them feel supported and to be successful. The district supports this program as well and we meet with new staff at least once a month. They have a buddy or mentor. Our administrative interns meet with Paige Cantrell monthly and have various campus projects or assignments to assist them in obtaining experience involving the administrative side of education to help them get ready for the next job/role they are trying to accomplish

Medlin Family Breakfast- once a month the Medlin staff meets before school and PTA provided breakfast. We do celebrations/announcements/and a professional learning piece and/or team building

Our yearly professional development is designed around campus needs and is planned through our instructional leadership team and at our leadership retreat in the summer. We revisit this plan in our ILT meetings and make needed adjustments when necessary

Character Council- a group made up of student, staff, and parents that meet to support our campus emotional and social needs through the design of programs such as Medlin Cares, House of Shine, guest speakers, and character lessons through Pride

Diversity Committee- a group of students that meets with our counselors and Mrs. Durst to promote diversity and acceptance at Medlin Middle School

Team InteGRITy- is our character leadership group of 100 plus students that lead our Pride Lessons (advisory lessons) on character. We have over 100 students and 5 staff members that make up this group. They also help our new student program and our applied PE classes.

Leadworthy and Student Council- student leadership groups that support campus events and community service to help engage our students in events and campus initiatives

Campus Improvement Plan- is a committee that meets four times a year and is made up of staff, students, and parents. They also serve as our anti-bullying committee to try and educate and improve in this area. They evaluate and develop the campus improvement plan and develop the surveys for students, parents, and staff in order to obtain input for the campus decision planning process.

Medlin Appreciation Committee- otherwise known as MAC is made up of staff members that plan events or recognize other staff members for appreciation and celebration- meets once a six weeks.

Safety Committee- is made up of staff (AP and nurse lead)and our SRO to discuss safety protocols, drills, and next steps. They are trained extra to serve on this committee and the district sends a support person as well to join our meetings.

MTSS committee is made up of SSF, Counselors, Admin to discuss student instructional and support needs. They meet once a quarter to view grade and testing data in order to make decisions and puts support in place for students academic needs. Work with district student support services as well.

PTSA- is made up of an elected board with staff and student members that meet monthly. General meetings take place once a semester for all members. The PTSA supports our students and campus needs with fundraising and volunteer support. Definitely one of the strongest PTSA for secondary and may contribute to our teacher retention.

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, Fine Art, PE, and athletics.

We utilize our Pride Class (advisory) to support our character lessons, academic support (tier 2 and tier 3) and student interest- club, UIL, reading, math, and study hall.

Extra-curricular opportunities include fine arts, sports, clubs, student council, NJHS, FCA,UIL, and other opportunities to be involved on campus

### **School Processes & Programs Strengths**

Medlin Middle School's greatest strength has to do with our staff, community support, parent involvement, and student involvement/engagement. We have a long tradition of excelling both academically and in extra-curricular competition. We have high expectations for students and staff and consistently put supports in place to ensure we are all on the same page as far as our core values are concerned. We are able to have a very high retention rate for staff due to the processes we put in place to support and grow them. We understand that we must educate and support the "whole child" and we start with building positive relationships and making connections first.

We communicate with staff, students, and parents on a regular basis and seek communication from them as well. We build relationships with our feeder pattern schools in order to support the students and parents during transitions to other campuses. We also work well with the district to utilize resources and help the NISD community.

### **Problem Statements Identifying School Processes & Programs Needs**

**Problem Statement 1 (Prioritized):** Students are not receiving consistent opportunities in classes and Pride to engage in higher level thinking appropriate task for learning. **Root Cause:** The Professional Learning Communities and the planning that takes place amongst the staff needs to improve so that all of our students receive consistent, appropriate, and engaging learning opportunities at Medlin Middle School.

# Perceptions

## Perceptions Summary

The campus improvement committee develops yearly surveys for staff, students, and parents to complete. The staff also did the Organizational Health Survey, which was very positive in most categories. We use our Instructional Leadership Team to seek feedback from each department member and do end of the year meetings to obtain more feedback. We reevaluated and changed our core beliefs by adding a vision statement and editing our mission statement.

We continue to gain more volunteers each year and receive positive feedback from all stakeholders for a majority of what we are doing here. Our staff retention rate is one of the highest in the district from year to year and we seek input from all in order to plan for the next school year.

## Perceptions Strengths

Medlin Middle School has a great reputation and is overall seen as a positive place according to the feedback we receive from all stakeholders. We do have room for improvement and are constantly looking at ways to improve and listen to the input.

One of the items we are wanting to focus on this year is getting the students involved in setting academic goals and for them to have a deeper understanding of how the school core beliefs can help support them in being their best self.

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1 (Prioritized):** Not all Medlin Middle School students are engaging in the learning process and being successful behaviorally as well. **Root Cause:** Students are not given opportunities to set academic and behavior goals, nor do they have a deep understanding of the what and why behind our school core values and beliefs.

# Priority Problem Statements

**Problem Statement 1:** Our economically disadvantaged, special education, English learners, and 504 students perform at a lower level than our other students on STAAR and MAPS testing. Although this improved from the previous school year, we still have gaps between performances of the groups.

**Root Cause 1:** The differentiation of instruction, under domain 2, "the teacher differentiates instruction, aligning methods and techniques to diverse student needs" within our Tier I instruction (classroom) is still in need of work campus-wide. We need to meet kids where they are and build the skills from there.

**Problem Statement 1 Areas:** Demographics

**Problem Statement 2:** According to the overall data, Medlin Middle School students are capable of performing at high levels; however, they are not doing so across all content areas.

**Root Cause 2:** Students are not consistently being challenged to use critical thinking skills; therefore, they are not transferring these skills across all content areas.

**Problem Statement 2 Areas:** Student Learning

**Problem Statement 3:** Students are not receiving consistent opportunities in classes and Pride to engage in higher level thinking appropriate task for learning.

**Root Cause 3:** The Professional Learning Communities and the planning that takes place amongst the staff needs to improve so that all of our students receive consistent, appropriate, and engaging learning opportunities at Medlin Middle School.

**Problem Statement 3 Areas:** School Processes & Programs

**Problem Statement 4:** Not all Medlin Middle School students are engaging in the learning process and being successful behaviorally as well.

**Root Cause 4:** Students are not given opportunities to set academic and behavior goals, nor do they have a deep understanding of the what and why behind our school core values and beliefs.

**Problem Statement 4 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

## Accountability Data

- Texas Academic Performance Report (TAPR) 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
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- PSAT
- Student failure and/or retention rates
- Local benchmark or common assessments data
- Observation Survey results

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and 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
- 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
- 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
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

#### **Student Data: Behavior and Other Indicators**

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

#### **Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and 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**





- Organizational structure data
- Communications data
- Budgets/entitlements and expenditures data

# Goals

**Goal 1:** Northwest ISD will provide personalized learning experiences and cultivate the growth and achievement of every student.

**Performance Objective 1:** Literacy

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

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Medlin Middle School will elevate the academic rigor and ensure task relevance by increasing the learning opportunities for students to think at higher levels. (Problem of Practice) <b>Strategy's Expected Result/Impact:</b> To increase content literacy proficiency by at least 3% for all students in every content area <b>Staff Responsible for Monitoring:</b> teacher, administrators, and counselors- all staff	Formative			Summative
	Nov	Jan	Mar	May
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

**Goal 1:** Northwest ISD will provide personalized learning experiences and cultivate the growth and achievement of every student.

**Performance Objective 2:** Academic Progress

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

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Teacher will provide academic goal-setting opportunities throughout the year in order to partner with students and families to work towards their success.  <b>Strategy's Expected Result/Impact:</b> Students will be engaged in their learning process and staff will partner with families  <b>Staff Responsible for Monitoring:</b> admin, department chairs, teachers	Formative			Summative
	Nov	Jan	Mar	May
<div><div><div><div></div></div><div>0%</div></div>No Progress</div> <div><div><div></div></div><div>100%</div></div> Accomplished				
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**Goal 1:** Northwest ISD will provide personalized learning experiences and cultivate the growth and achievement of every student.

**Performance Objective 3:** College, Career, Military & Life Readiness

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

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> We will engage students in their course planning and ensure that they take courses that challenge them while we support them to be successful in these courses. <b>Strategy's Expected Result/Impact:</b> Students will increase the number of rigorous courses (CTE, Honors, or high school credit course) as well as have their HS and plan put together by the time they leave 8th grade. <b>Staff Responsible for Monitoring:</b> Counselors, admin, and teachers	Formative			Summative
	Nov	Jan	Mar	May
<div><div><div><div></div><div>0%</div></div>No Progress</div><div><div><div></div><div>100%</div></div>Accomplished</div><div><div><div></div><div></div></div>Continue/Modify</div><div><div><div></div><div></div></div>Discontinue</div></div>				

**Goal 2:** Northwest ISD will recruit, value, and retain highly effective staff prepared to meet the individual needs of our students and learning community.

**Performance Objective 1:** Recruit

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

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Medlin will engage staff through our professional development, PLC work, TTESS/evaluation process, goal setting, and team building in order to retain and grow the best staff we can possibly have for our students. <b>Strategy's Expected Result/Impact:</b> If we continue to support our staff and engage them in the work, then our retention rate and feedback should continue to be high and positive. <b>Staff Responsible for Monitoring:</b> Leadership team and department chairs.	Formative			Summative
	Nov	Jan	Mar	May
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**Goal 2:** Northwest ISD will recruit, value, and retain highly effective staff prepared to meet the individual needs of our students and learning community.

**Performance Objective 2: Value**

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

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> We will focus on the PLC work and develop the individual skills of each staff member through continued support and consistent feedback that pushes the learning. <b>Strategy's Expected Result/Impact:</b> If we engage our staff in this work, then we should see a higher success from our students as well. <b>Staff Responsible for Monitoring:</b> Principals and Department Chairs	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 2:** Northwest ISD will recruit, value, and retain highly effective staff prepared to meet the individual needs of our students and learning community.

**Performance Objective 3: Retain**

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

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> The campus professional development plan will be implemented by looking at data and understanding the needs of staff and students. The plan will be implemented with fidelity and it will focus on the growth of our staff through consistent behavior support from administration, so teachers can invest time in lesson planning and teaching. <b>Strategy's Expected Result/Impact:</b> Our staff will be engaged in the PD and implement the learning in their classrooms <b>Staff Responsible for Monitoring:</b> Administrators and Department chairs as well as district coaches and directors	Formative			Summative
	Nov	Jan	Mar	May
<div><div><div><div></div><div>0%</div></div>No Progress</div><div><div><div></div><div>100%</div></div>Accomplished</div><div><div><div></div><div></div></div>Continue/Modify</div><div><div><div></div><div></div></div>Discontinue</div></div>				

**Goal 3:** Northwest ISD will foster a safe environment and a culture of engagement that values the voices of all students, staff, families, and community members.

**Performance Objective 1:** Engagement





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

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Medlin Middle School will continue to have multiple events that will engage our students, staff, and parents in order to engage and partner with all stakeholders. We will add more campus/community events this year to increase the opportunities for all.  <b>Strategy's Expected Result/Impact:</b> That we increase our student and parent involvement <b>Staff Responsible for Monitoring:</b> All staff involved	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 3:** Northwest ISD will foster a safe environment and a culture of engagement that values the voices of all students, staff, families, and community members.

**Performance Objective 2: Culture**

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

Strategy 1 Details		Reviews			
<b>Strategy 1:</b> Medlin Middle School will utilize our Team InteGRITy, Diversity Committee, Campus Improvement Committee, Character Council, and Leadworthy student groups to continue to support ALL students and seek input from staff, parents, and students to ensure we have the most positive campus culture possible. <b>Strategy's Expected Result/Impact:</b> That students, staff, and families feel welcome and positive about their Medlin Middle School experience. We should see this in our survey feedback from all. <b>Staff Responsible for Monitoring:</b> Admin team, counselors, and group leaders		Formative			Summative
		Nov	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue					

**Goal 3:** Northwest ISD will foster a safe environment and a culture of engagement that values the voices of all students, staff, families, and community members.

**Performance Objective 3: Safety**

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

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Medlin Middle School will continue to support the "whole child" with a number of programs provided throughout the year that include the calming room, small group counseling sessions, restorative practices, and whole school programs to help support students socially and emotionally. We will assist families in need and support staff through campus and district support systems that are currently in place.  <b>Strategy's Expected Result/Impact:</b> Students, staff, and families should feel safe and supported and we will know we have done this through our student, staff, and parent surveys for the 2023-2024 school year. <b>Staff Responsible for Monitoring:</b> Counselors, administrators, and district support personel	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>				

**Northwest Independent School District**  
**Gene Pike Middle School**  
**2023-2024 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.

# Table of Contents

Northwest ISD Vision	2
Northwest ISD Mission	2
Gene Pike Middle School Mission Statement	2
Comprehensive Needs Assessment	4
Demographics	4
Student Learning	4
School Processes & Programs	6
Perceptions	8
Priority Problem Statements	9
Comprehensive Needs Assessment Data Documentation	10
Goals	11
Goal 1: Northwest ISD will provide personalized learning experiences and cultivate the growth and achievement of every student.	12
Goal 2: Northwest ISD will recruit, value, and retain highly effective staff prepared to meet the individual needs of our students and learning community.	14
Goal 3: Northwest ISD will foster a safe environment and a culture of engagement that values the voices of all students, staff, families, and community members.	17

# 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
56%	25%	11%	1%	1%	32 %	18 %	12%	11 %	14%	5 %	34 %	22%	1

- We have a significantly larger special education population than most other middle school.
- Almost 50% of our population has some type of intervention plan: MTSS, Sped or 504.

### Demographics Strengths

What do we do really well at Pike:

- Pike is strong in the area of building positive relationships, creating a welcoming campus culture.
- We get several transfer students from other NISD MS campuses each year.
- Fine Arts has done a great job of building their program and maintaining a high percent of student engagement beyond 6th grade.
- RtI tracking and progress monitoring of RtI students.
- Our Tier 2 students in advisory for math had 43% pass STAAR and 52% pass ELA STAAR across 6th-8th grade.

### Problem Statements Identifying Demographics Needs

**Problem Statement 1:** Our special education students are under performing when compared to other sub groups on campus. **Root Cause:** Students are below in their reading and math levels and need specific intervention instruction.

# 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%	84%	78%	85%	78%	85%

- 6th grade Reading % approaches increased by 6%- No new staff additions.
- 7th grade Reading % approaches increased by 7%- We added an additional ELA teacher, total of 5, for 2022.
- 7th grade math % approaches increased by 7%- We added additional math teacher, total of 2, for 2022

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%	82%	84%	84%	73%	77%	99%	94%

- 8th grade Reading % approaches increased by 8%
- 8th grade Math % approaches increased by 7%- Added a new math teacher to campus.
- 8th grade SS % approaches increased by 4%- Focused warm ups, smaller class sizes due to staffing.
- 8th grade science and Alg. I % approaches decreased.

(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	3	4.4	3	3.9	3
Math	8.8	10	7.1	4	5.7	5

- 6th Math was the only content area that exceeded their growth.

## Student Learning Strengths

- 24% of the students in our math lab (Tier 3) achieved approaches.
- 43% of our students in math advisory (Tier 2) achieved approaches with 3 receiving meets.

- 52% of our students in reading advisory (Tier 2) achieved approaches with 11 receiving meets.
- 64% of our students in Lit Lab (Tier 3) achieved approaches with 2 receiving meets.

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

**Problem Statement 1:** Need more intervention teachers to provide support to students who are not being academically successful. **Root Cause:** The volume of students needing intervention is growing rapidly.

# School Processes & Programs

## School Processes & Programs Summary

- Mentor/buddy teachers for new staff
- 2 Department Weekly PLCs every Wednesday from 8:00-8:40
- Instructional Leadership Team PLC 1 days a week, built into master schedule.
- Operational Leadership Team PLC
- Grade Level Team Leaders- Team Meetings, Planning, Celebrations every other week
- 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 students and parents.
- Campus wide DEAR and article annotations per content to support literacy across content areas
- Advisory tutorials set for MTSS students to receive accelerated instruction 4 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:** 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:** Not utilizing and implementing the NISD lesson framework design.

# Perceptions

## Perceptions Summary

OHI data indicated Communication was a strong area- 95%

- 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

## Perceptions Strengths

School Recognition:

- AVID Center recognized for Emerging Schoolwide

Strengths:

- Weekly communication from teachers, counselors and principal.
- Social media presence to update and celebrate our campus.
- Monthly vertical PLC, team meetings
- Weekly ILT meetings

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1:** Parents do not feel as connected or informed about events and celebrations occurring on campus. **Root Cause:** Low turnout at meetings and updates about campus performances.

# Priority Problem Statements

# Comprehensive Needs Assessment Data Documentation

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

## **Improvement Planning Data**

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

## **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 released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Local benchmark or common assessments data

# Goals

**Goal 1:** Northwest ISD will provide personalized learning experiences and cultivate the growth and achievement of every student.

**Performance Objective 1:** Literacy





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

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Pike will implement a writing initiative that ensures every student has the opportunity to justify their thinking and show their understanding a minimum of three times a week in all courses. <b>Strategy's Expected Result/Impact:</b> Increase in student performances on MAP, CBA, BM and STAAR <b>Staff Responsible for Monitoring:</b> Administration Staff	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 1:** Northwest ISD will provide personalized learning experiences and cultivate the growth and achievement of every student.

**Performance Objective 2:** Academic Progress





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

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Through collaborative efforts, students and teachers will set goals and analyze progress toward goals to celebrate progress and growth using MAP, CBA and BM data. <b>Strategy's Expected Result/Impact:</b> Increase student growth and achievement. <b>Staff Responsible for Monitoring:</b> Students Staff Administration	Formative			Summative
	Nov	Jan	Mar	May
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

**Goal 1:** Northwest ISD will provide personalized learning experiences and cultivate the growth and achievement of every student.

**Performance Objective 3:** College, Career, Military & Life Readiness





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

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Every 8th grader at Pike will be enrolled in a CCR class to prepare their 4 year graduation plan. <b>Strategy's Expected Result/Impact:</b> Create their 4year graduation plan. Be exposed to the different NISD academies and pathways. <b>Staff Responsible for Monitoring:</b> Counselors CCR teachers	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Increase by 10% the number of Pike students who are enrolling and accepted into to Academies and ECHS. <b>Strategy's Expected Result/Impact:</b> Increase students interest in Academies and ECHS <b>Staff Responsible for Monitoring:</b> CCMR, Counselors, APs	Formative			Summative
	Nov	Jan	Mar	May
<div>  No Progress                              Accomplished                              Continue/Modify                              Discontinue                         </div>				

**Goal 2:** Northwest ISD will recruit, value, and retain highly effective staff prepared to meet the individual needs of our students and learning community.

**Performance Objective 1:** Recruit

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

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Pike admin will attend NISD Career fairs and other recruitment opportunities while supporting an ongoing positive campus culture of value for our current staff. <b>Strategy's Expected Result/Impact:</b> Increase staff retention from 90% to 95% <b>Staff Responsible for Monitoring:</b> Administration	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Value teachers and staff by providing opportunities for feedback to guide future professional developments, support our campus towards achieving our campus goals. <b>Strategy's Expected Result/Impact:</b> 90% retention Strengthen campus culture <b>Staff Responsible for Monitoring:</b> Administration	Formative			Summative
	Nov	Jan	Mar	May
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

**Goal 2:** Northwest ISD will recruit, value, and retain highly effective staff prepared to meet the individual needs of our students and learning community.

**Performance Objective 2:** Value

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

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Utilizing our curriculum coaches, new teacher coordinator and mentor program we will be able to offer specialized PD sessions to meet the needs of our staff. Pike admin will continue to support current staff by soliciting feedback and input on campus procedures and initiatives. <b>Strategy's Expected Result/Impact:</b> Improved staff retention <b>Staff Responsible for Monitoring:</b> Administration	Formative			Summative
	Nov	Jan	Mar	May
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**Goal 2:** Northwest ISD will recruit, value, and retain highly effective staff prepared to meet the individual needs of our students and learning community.

**Performance Objective 3:** Retain

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

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Pike admin will continue to send surveys, host individual meetings and check-ins, and campus staff activities to build positive campus relationships and culture. <b>Strategy's Expected Result/Impact:</b> Increase the retention rate from 90% to 95% of newly hired staff. Improve OHI Adaptation score to 80% or higher. Reduce number of staff absences for non school or illness related events <b>Staff Responsible for Monitoring:</b> Campus Administration	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 3:** Northwest ISD will foster a safe environment and a culture of engagement that values the voices of all students, staff, families, and community members.

**Performance Objective 1:** Engagement

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

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Pike will partner with PTA to create opportunities for families to partner with the school as well as maintain a positive and consistent social media presence to empower families with knowledge of our school and activities. <b>Strategy's Expected Result/Impact:</b> Increase PTA membership and volunteers by 10% <b>Staff Responsible for Monitoring:</b> Administration PTA	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:** Northwest ISD will foster a safe environment and a culture of engagement that values the voices of all students, staff, families, and community members.

**Performance Objective 2:** Culture





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

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Pike will host a monthly Coffee Talk with the Principal at the school and online to invite all stakeholders to be a part of our amazing campus community. <b>Strategy's Expected Result/Impact:</b> Increase in parental involvement in campus. <b>Staff Responsible for Monitoring:</b> Administration	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 3:** Northwest ISD will foster a safe environment and a culture of engagement that values the voices of all students, staff, families, and community members.

**Performance Objective 3: Safety**

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

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Pike will partner with Watch dogs to increase supervision and provide positive adult role models as well as continue to utilize our counseling resources to support the social- emotional health of our students, staff and community. <b>Strategy's Expected Result/Impact:</b> Reduce the number of SI events by 5% Reduce the number of "bullying" reports by 5% <b>Staff Responsible for Monitoring:</b> Administration	Formative			Summative
	Nov	Jan	Mar	May
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**Northwest Independent School District**  
**Tidwell Middle School**  
**2023-2024 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.

## Campus Goal

Tidwell Middle School will empower **all stakeholders** to support increased **growth** and **accountability** of all students **academically, behaviorally, and emotionally**.

# Table of Contents

Northwest ISD Vision	2
Northwest ISD Mission	2
Campus Goal	3
Comprehensive Needs Assessment	5
Demographics	5
Student Learning	6
School Processes & Programs	8
Perceptions	10
Priority Problem Statements	11
Comprehensive Needs Assessment Data Documentation	12
Goals	14
Goal 1: Northwest ISD will provide personalized learning experiences and cultivate the growth and achievement of every student.	15
Goal 2: Northwest ISD will recruit, value, and retain highly effective staff prepared to meet the individual needs of our students and learning community.	17
Goal 3: Northwest ISD will foster a safe environment and a culture of engagement that values the voices of all students, staff, families, and community members.	20

# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

The Tidwell Titan Family is comprised of about 1,065 students, 91 staff members, and families from many communities in the Roanoke, TX area. We pride ourselves in building strong partnerships across all of our stakeholder groups as we instill that sense of unity throughout our building that one would find in a family. We tether our campus goals and our decision-making processes to our shared values of kindness, respect, connections, courage, integrity, responsibility, and growth-mindset.

Our school is a comprehensive middle school that serves a diverse population of learners through vetted curriculum to meet the needs of all students. At Tidwell, we offer strive to perfect our Tier I, General Education instruction. This comes in many levels such as on-level, Honors, and High School level courses. For students who need extra support, we serve 7.9% of our population with Tier II and Tier III services that address targeted skills to close gaps. 14.78% of our students have an Individualized Education Plan and 15.44% of our students have a 504 plan. Some of these students who receive extra support are served in our Special Education Applied classes. These classes are designed to integrate grade-level student standards while working on their individual goals.

After finishing out the 2022-2023 school year, we had a record of 800 documented student incidents. This ranges from minor classroom and other infractions to major incidents involving students. With a combination of staff-initiated referrals and administration documented incidents, this number of student incidents was a major contributing factor to the formation of our campus goal. Additionally, Tidwell had more DAEP placements than we have ever seen before (both discretionary and mandatory).

Our Titans have opportunities to begin working toward their CCMR status. Currently we have 23.6% of our 6th Grade students enrolled in 1 CTE course. Currently we have 31.3% of our 7th Grade students enrolled in 1 CTE course and 42.2% of our 7th Graders enrolled in 2 or more CTE classes. Currently we have 43.4% of our 8th Grade students enrolled in 1 CTE course and we have 56.6% of our 8th Grade students enrolled in 2 or more CTE courses.

Our students have the opportunity to get involved in a multitude of activities across campus. Our 7th and 8th graders have the ability to participate in various Athletics sports the teach them teamwork and cooperation. Our Fine Arts programs (Band, Choir, and Orchestra, and Theatre) are among some of the most highly-involved methods for students to stay plugged-in at Tidwell. These options are available to all 6th-8th grade students. We have a variety of student organizations on campus such as Student Council, National Junior Honor Society, Destination Imagination, and Academic UIL. Through all of these programs we partner with our families and our community to ensure that students are successful.

At the start of last year, we brought in 35 new staff members. While some of our Titan Family decided to move on to other opportunities, we only needed to replace 12 staff members, teachers and paraprofessionals combined. We were able to open 2 new teaching positions which helped alleviate classroom student-teacher ratios for an average of 27-1. We attribute our staff retention to the intentional building of relationships through our department PLCs and

our Grade-Level teams. Everyone on our campus is connected to someone to help build a solid foundation for us to be able to support our students.

White	Hispanic	African American	2 or More Races	Asian	Economically Disadvantaged	Special Education	504	Dyslexia	GT	EL	At-Risk	MTSS	Homeless
58%	21.47%	12.43%	0.47 %	7.16%	24.48 %	14.78 %	15.44 %	10.83 %	17.7%	4.52%	28.63 %	7.9%	0.093%

### Demographics Strengths

Tidwell Middle School boasts a diverse group of learners we strive to get connected and maintain that connection in academic and extracurricular activities. We pride ourselves in providing unique learning opportunities that produce well-rounded students through our academic programs as well as our Fine Arts, Athletics, and CTE/electives programs, student organizations, and our character building curriculum Character Strong.

### Problem Statements Identifying Demographics Needs

**Problem Statement 1:** While Tidwell has remained consistent in most demographic areas, our Titans are coming with more unique needs as our students who are Economically Disadvantaged, receiving Special Education services, and needing MTSS support have all increased. **Root Cause:** Previous elementary teachers and Tidwell teachers are more intentionally identifying needs of students and utilizing the systems we have in place to provide support to fill in gaps and recommend Special Education evaluations as necessary.

# Student Learning

## Student Learning Summary

Our students take the State of Texas Academic Assessment or Readiness every year to assess the level of understanding of state standards for each student. 6th - 8th grade students take the Math and Reading STAAR exam while only 8th Grade takes the Science and Social Studies STAAR exam. We do have about 170 students taking the Algebra 1 EOC exam as they are in accelerated courses.

Grade Level & Test	2022 6th Grade Reading	2023 6th Grade Reading	2022 6th Grade Math	2023 6th Grade Math	2022 7th Grade Reading	2023 7th Grade Reading	2022 7th Grade Math	2023 7th Grade Math
% Approaches	87%	84%	89%	81%	91%	91%	67%	75%

Looking at the comparison from 2022 to 2023, Tidwell saw a decline in passing percentages in 6th ELA and Math, while sustaining a passing rates and growing our passing rates in 7th Grade ELA and Math, respectively.

Grade Level & Test	2022 8th Grade Reading	2023 8th Grade Reading	2022 8th Grade Math	2023 8th Grade Math	2022 8th Grade Science	2023 8th Grade Science	2022 8th Grade SS	2023 8th Grade SS	2022 8th Grade Alg. I	2023 8th Grade Alg. I
% Approaches	94%	91%	87%	90%	90%	88%	86%	79%	99%	99%

Our 8th Grade Students saw some up and down movement in their passing percentages across the various contents. With very similar passing percentages from year to year, we just need to maintain strong levels of Tier 1 instruction to ensure tat we are meeting the needs of all of our students to try to raise these percentages.

2023 STAAR Performance Comparison			
Test Given	Tidwell Passing Rate	District Passing Rate	State Passing Rate
Grade 6 Reading	84%	83%	75%
Grade 6 Math	81%	81%	74%
Grade 7 Reading	91%	87%	77%
Grade 7 Math	75%	66%	61%
Grade 8 Reading	91%	88%	82%
Grade 8 Math	90%	81%	74%

2023 STAAR Performance Comparison			
Grade 8 Science	88%	81%	72%
Grade 8 Social Studies	79%	72%	60%
Algebra I	99%	85%	78%

NWEA MAP Growth Data from Fall 2022 to Spring 2023						
	6 Expected Growth	6 Observed Growth	7 Expected Growth	7 Observed Growth	8 Expected Growth	8 Observed Growth
Reading	5.3	1	4.3	1	3.8	2
Math	9.2	10	7.4	5	5.9	5
Science					3.9	5

Our MAP data indicates that our students did not grow as much as we were projected to. This can be attributed to many factors such as timing of when the tests were given to an overall awareness of the benefits of having accurate MAP data per student. We had some pockets where our students holistically met their growth projection (6th grade math and 8th grade science). Tidwell is committed to making MAP a priority and tracking the data more closely.

### Student Learning Strengths

At first glance you might see that Tidwell dropped in passing percentages from 2022 to 2023, it is clear to see that we are still performing at top levels compared to the rest of the district and the state. On all tests, with the exception of 1, we were above the district and the state, and even then, on that lone test we had the same passing rate as the district. This shows that our teachers are providing quality and rigorous instruction to prepare our students adequately for these assessments.

### Problem Statements Identifying Student Learning Needs

**Problem Statement 1:** Tidwell Middle School students are not meeting their expected growth measure on our NWEA MAP assessment. **Root Cause:** Teachers have not received adequate professional development on how to use the reports to tailor tutorials for their students and students don't take ownership in their own growth.

# School Processes & Programs

## School Processes & Programs Summary

### Leadership & Decision-Making Processes

- TMS Leadership Team comprised of Admin and Counselors - Meet Weekly
- Instructional Leadership Team PLC - once a Month
- Operational Leadership Team PLC - once a Month
- Cultural Leadership Team PLC - every 2 weeks
- Department PLCs - once a week on Tuesdays during Common Planning Period
- Campus Improvement Plan Committee - once a quarter
- PTA Board Meetings - Once a month
- PTA Officer Meeting - Once a month
- Grade-Level Team Meetings - Once a Month
- Faculty Meetings - Once a Month
- Organizational Health Index (OHI) committee - Goal Focus priority for campus

### Communication Plan

- Weekly Family Newsletter - to community and staff
- Weekly Staff email - once a week
- Staff Updates - updated consistently
- Parent Square for events and other communication needs
- TMS Staff HUB for all necessary resources

### Teacher Supports

- Common planning periods for all content and grade levels
- Curriculum coaches attending content PLCs, conducting coaching cycles with teachers, and providing professional development to teachers during PLC and faculty meetings
- Mentor/Buddy program for new staff
- TTESS goal-setting and growth opportunities
- Admin Intern Program

### Student Supports

- Math, Science, Social Studies, and ELA for (6, 7, 8) provided differentiated offerings with On-level, Honors, and GT
- Electives and Fine Arts Programs available for all students
- Tutorials by each teacher AT LEAST twice per week
- Students checking grades weekly in advisory
- Digital citizenship instruction, Character Building Instruction through Character Strong program
- New Students join NJHS "welcoming committee" Advisory

### Student Opportunities to get Involved

- Student Council

- National Junior Honor Society
- Character Strong Crew
- Fine Arts programs (Band, Choir, Orchestra, Theatre)
- Destination Imagination
- Academic UIL
- Student- led Clubs

### **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:** Through structured collaborative practices, consistent expectations, and strong relationships, we will develop learning experiences resulting in student growth and accountability. **Root Cause:** We have realized that the practices we have in place are not as strong or structured as they could be, so we need to #TitanUP our procedures.

# Perceptions

## Perceptions Summary

### Staff

When asked about their most favorite part of working at Tidwell, staff almost always respond with acknowledging the family atmosphere that is created and sustained at Tidwell.

According to the Organizational Health Index (OHI), Tidwell's strengths were Communication, Morale, and Cohesiveness. Tidwell's lowest recorded areas were Goal Focus, Adaptation, and Problem-Solving.

This year at Tidwell we are focusing on the core belief of connections and family and we are rooting ourselves in that aspect.

### Student

Students are excited to come to school to learn and to socialize. Our Fine Arts and Athletics programs are thriving and are continuously growing year after year. Students want to be involved here at school. The extra curricular activities such as Student Council, National Junior Honor Society, Academic UIL, Destination Imagination, and other also continue to grow in popularity because it gives students avenues to get plugged in.

### Families & Community

Parents have historically shared that they have not felt connected at Tidwell prior to this year. We are working to partner with parents more than providing opportunities like PTA and Open House for them to get involved. Parents engage positively in our Social Media posts and our Weekly Parent Square Newsletters.

## Perceptions Strengths

Some campus communication strengths to parents and the community are emails from teachers to home, calls, the weekly Tidwell Family Newsletter through ParentSquare, Grade Level Newsletters (continuously updated on Google Sites), 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:** Parents and community members are not as involved in the campus happenings as we would like. **Root Cause:** They have not been given the opportunities in the past to get involved and are thus unaware of how to get involved.

# Priority Problem Statements

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Campus 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
- Closing the Gaps Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data

## Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- PSAT
- Student failure and/or retention rates
- 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.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

## Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records

- Student surveys and/or other feedback
- School safety data
- Enrollment trends

#### **Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- T-TESS data
- T-PESS data

#### **Parent/Community Data**

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

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





- Organizational structure data
- Communications data
- Budgets/entitlements and expenditures data

# Goals

**Goal 1:** Northwest ISD will provide personalized learning experiences and cultivate the growth and achievement of every student.

**Performance Objective 1:** Literacy





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

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Implement a school-wide initiative to integrate writing into all content areas to enhance the content-literacy of our students. <b>Strategy's Expected Result/Impact:</b> Students ability to write short constructed responses and extended constructed responses with any subject matter will increase. <b>Staff Responsible for Monitoring:</b> All Teachers, Campus Admin, Department Chairs, Curriculum Coaches and Coordinators  <b>Title I:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math <b>- ESF Levers:</b> Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Teachers will analyze student assessment data from a variety of data points to target literacy in order to design tailored instruction to address the needs of all students.	Formative			Summative
	Nov	Jan	Mar	May
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

**Goal 1:** Northwest ISD will provide personalized learning experiences and cultivate the growth and achievement of every student.

**Performance Objective 2:** Academic Progress





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

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Students and staff will continuously monitor progress using MAP and other assessment data. Staff will adjust instruction as needed and set specific goals for improvement while regularly assessing whether those goals are being met. We will strengthen our communication with all stakeholders regarding MAP assessment progress.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will have more ownership of their growth and teachers will be able to utilize this data more effectively to adjust instruction to meet all students' needs.</p> <p><b>Staff Responsible for Monitoring:</b> SSF, All teachers, Campus Admin</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Continuously monitor the progress of students through assessments and empower individual goal setting by students and adjust instructional strategies and implementation based on their needs.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will be able to articulate where their level of understanding is at and communicate what support they need to be successful.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Counselors, Campus Admin</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</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:** Northwest ISD will provide personalized learning experiences and cultivate the growth and achievement of every student.

**Performance Objective 3:** College, Career, Military & Life Readiness

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

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Increased awareness and preparedness for post graduation provided through CTE courses in conjunction with providing ongoing support and guidance as students navigate their post graduate path, while reinforcing positive behavior through Character Strong. <b>Strategy's Expected Result/Impact:</b> Students will begin to start making decisions that will impact their learning career. <b>Staff Responsible for Monitoring:</b> Counselors, Teachers, CTE Staff  <b>Title I:</b> 2.5, 2.6, 4.2 <b>- TEA Priorities:</b> Connect high school to career and college <b>- ESF Levers:</b> Lever 2: Strategic Staffing, Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	May
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

**Goal 2:** Northwest ISD will recruit, value, and retain highly effective staff prepared to meet the individual needs of our students and learning community.

**Performance Objective 1:** Recruit

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

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Tidwell will create and follow consistent and high quality interview procedures that draw master educators to our campus. We will also create and share with our community a supportive family culture that encourages growth and development of all educators. <b>Strategy's Expected Result/Impact:</b> Through collaboration of our leadership teams and our community, we will hire quality individuals that will enhance Tidwell's learning environment as a whole. <b>Staff Responsible for Monitoring:</b> Teachers, Department Chairs, Counselors, Campus Admin  <b>Title I:</b> 4.2 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> We will implement consistent expectations and supportive measures for all staff in order to encourage high standards for our entire Tidwell community. <b>Strategy's Expected Result/Impact:</b> Through our consistent expectations and upholding high standards for ourselves, we will be raising the bar for all teaches and staff to achieve new goals of growth. <b>Staff Responsible for Monitoring:</b> Campus Admin, Teachers, Leadership Teams  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	May
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

**Goal 2:** Northwest ISD will recruit, value, and retain highly effective staff prepared to meet the individual needs of our students and learning community.

**Performance Objective 2: Value**

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

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Staff will model goal setting and continuous learning professionally and with students to achieve growth. <b>Strategy's Expected Result/Impact:</b> If our teaches are productively setting goals and working to achieve them, then we are modeling best practices for our students. <b>Staff Responsible for Monitoring:</b> Teachers, Campus Admin  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Tidwell will implement systems and resources of accountability for staff and students that will contribute to professional growth and development. <b>Strategy's Expected Result/Impact:</b> Tidwell will encourage teachers to remember their responsibility statement in relation to our campus goal and and live it out so that we are prepared to support our students in their goal-setting process. <b>Staff Responsible for Monitoring:</b> Teachers, Curriculum Coaches/Coordinators, Campus Admin  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture	Formative			Summative
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**Goal 2:** Northwest ISD will recruit, value, and retain highly effective staff prepared to meet the individual needs of our students and learning community.

**Performance Objective 3: Retain**

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

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> We will create a culture of growth throughout our community that includes teachers and staff participating in continuous learning opportunities that also includes building capacity in teachers as leaders and creating opportunities for them to professional grow. <b>Strategy's Expected Result/Impact:</b> Teachers will be partners with campus administration to identify areas of personal and professional growth and will find specific ways to meet that growth. <b>Staff Responsible for Monitoring:</b> Teachers, Campus Admin  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Tidwell will work with district C&I staff to create meaningful staff development opportunities that support a culture of growth. <b>Strategy's Expected Result/Impact:</b> Through collaboration and partnership with our support system from our Curriculum and Instruction Team, we will be able to identify areas where growth is mostly needed and then use the partnership ideas to focus on the growth of all students. <b>Staff Responsible for Monitoring:</b> Teachers, Counselors, Campus Admin, Curriculum and Instruction Coaches and Coordinators  <b>Title I:</b> 2.4 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	May
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**Goal 3:** Northwest ISD will foster a safe environment and a culture of engagement that values the voices of all students, staff, families, and community members.

**Performance Objective 1: Engagement**

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

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Tidwell committees will include teachers, administrators, support staff, parents and students in conversations that allow us to build community and work together to accomplish our goal. <b>Strategy's Expected Result/Impact:</b> All Stakeholder groups will be represented in the decision- making processes of our campus. <b>Staff Responsible for Monitoring:</b> Campus Admin, Instructional Leadership Team, Operational Leadership Team, Cultural Leadership Team, <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Tidwell staff will build opportunities for parents, students and community members to engage in meaningful conversations, celebrate and showcase student learning, and use their strengths to leverage the growth of others. <b>Strategy's Expected Result/Impact:</b> Our campus growth will be enhanced by all of our stakeholders collaboratively participating and supporting our learning. <b>Staff Responsible for Monitoring:</b> Campus Admin, Leadership teams	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 foster a safe environment and a culture of engagement that values the voices of all students, staff, families, and community members.

**Performance Objective 2: Culture**





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

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> We will implement "family meetings" where staff and students communicate our shared goals and the values that Titans uphold. <b>Strategy's Expected Result/Impact:</b> Campus expectations will be clearly communicated resulting in stronger relationships and student behavior incidents will decrease. <b>Staff Responsible for Monitoring:</b> All Staff Members  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Students and staff will routinely recognize fellow Titans for their individual contributions and celebrate collectively the successes of the community. <b>Strategy's Expected Result/Impact:</b> Students and staff will feel acknowledged for their successes and contributions resulting in a greater connectedness and family culture. <b>Staff Responsible for Monitoring:</b> All Staff  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	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 foster a safe environment and a culture of engagement that values the voices of all students, staff, families, and community members.

**Performance Objective 3: Safety**

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

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Advisory classes will engage in Character Strong sessions that foster social and emotional skill development, help students build healthy relationships, and create safe communities. <b>Strategy's Expected Result/Impact:</b> Students will be empowered to grow in their personal, emotional, and relational development to create a safe and welcoming environment. <b>Staff Responsible for Monitoring:</b> All Staff  <b>Title I:</b> 2.5, 4.1 <b>- ESF Levers:</b> Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Safety and security team members will meet routinely with goals to improve the physical safety of students and staff by developing and monitoring emergency management systems. <b>Strategy's Expected Result/Impact:</b> Students, staff, families, and community members will uphold our district safety protocols and will report an increased sense of campus safety. <b>Staff Responsible for Monitoring:</b> All Staff  <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	May
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

**Northwest Independent School District**  
**Wilson Middle School**  
**2023-2024 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

# Table of Contents

Northwest ISD Vision	2
Northwest ISD Mission	2
Truett Wilson Middle School	2
Campus Vision	2
Campus Mission	3
Comprehensive Needs Assessment	5
Demographics	5
Student Learning	6
School Processes & Programs	8
Perceptions	9
Priority Problem Statements	10
Goals	11
Goal 1: Northwest ISD will provide personalized learning experiences and cultivate the growth and achievement of every student.	12
Goal 2: Northwest ISD will recruit, value, and retain highly effective staff prepared to meet the individual needs of our students and learning community.	14
Goal 3: Northwest ISD will foster a safe environment and a culture of engagement that values the voices of all students, staff, families, and community members.	17

# 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
46.14%	26.24%	20.74%	1.06 %	4.44%	38.10%	17.14%	13.12 %	12.17%	9.52%	7.31%	40.11%	%	.1%

*The three areas where we've seen continuous growth involve AA students, ED students, and Special Education students.*

#### Student Learning Section:

Grade Level & Test	2022 6th Grade Reading	2023 6th Grade Reading	2022 6th Grade Math	2023 6th Grade Math	2022 7th Grade Reading	2023 7th Grade Reading	2022 7th Grade Math	2023 7th Grade Math
% Approaches	70%	81%	81%	77%	86%	85%	46%	61%

*We saw higher numbers in 6th grade reading from 2023 to 2022 in approaches. Wilson 6th grade reading had 19% of students Not Meet vs. in 2022 having 30% Not Meet. That's significant growth but we still need target support to help our 6th graders be prepared for 7th grade math.*

Grade Level & Test	2022 8th Grade Reading	2023 8th Grade Reading	2022 8th Grade Math	2023 8th Grade Math	2022 8th Grade Science	2023 8th Grade Science	2022 8th Grade SS	2023 8th Grade SS	2022 8th Grade Alg. I	2023 8th Grade Alg. I
% Approaches	85%	83%	74%	72%	74%	72%	70%	66%	99%	100%

*8th grade performance stayed pretty consistent except in Social Studies. There is needed support for social studies as there was an increase in Does Not Meet (2022 - 30% to 2023- 34%)*

(MAP Growth Data Fall 22- Spring 23)

	6 Expected Growth	6 Observed Growth	7 Expected Growth	7 Observed Growth	8 Expected Growth	8 Observed Growth
Reading	5.5	5.0	4.4	2.0	3.0	3.8
Math	5.5	5.0	7.2	6.0	5.7	4.0

*\*There is a significant gap in expected growth and observed growth in ELA 7th grade.*

### Demographics Strengths

As our demographics are shifting and showing a higher percentage of economically disadvantaged students and At-Risk students, we are starting to focus on our student populations who need targeted support and thinking differently about what that support looks like (ex. using extended advisory for purposeful built in on grade level targeted support).

### Problem Statements Identifying Demographics Needs

**Problem Statement 1 (Prioritized):** Wilson is showing significant changes in student populations such as Economically Disadvantaged, Special Education, and At-Risk, and students not meeting academic performance goals is increasing in these populations. **Root Cause:** We need intentional target instruction training to support rapidly changing student populations. Teachers may be relying on the processes and practices they've always used that are broad best practices, but are not addressing the academic growth of low performing students.

# Student Learning

## Student Learning Summary

### Student Learning Section:

Grade Level & Test	2022 6th Grade Reading	2023 6th Grade Reading	2022 6th Grade Math	2023 6th Grade Math	2022 7th Grade Reading	2023 7th Grade Reading	2022 7th Grade Math	2023 7th Grade Math
% Approaches	70%	81%	81%	77%	86%	85%	46%	61%

We saw higher numbers in 6th grade reading from 2023 to 2022 in approaches. Wilson 6th grade reading had 19% of students Not Meet vs. in 2022 having 30% Not Meet. That's significant growth but we still need target support to help our 6th graders be prepared for 7th grade math.

Grade Level & Test	2022 8th Grade Reading	2023 8th Grade Reading	2022 8th Grade Math	2023 8th Grade Math	2022 8th Grade Science	2023 8th Grade Science	2022 8th Grade SS	2023 8th Grade SS	2022 8th Grade Alg. I	2023 8th Grade Alg. I
% Approaches	85%	83%	74%	72%	74%	72%	70%	66%	99%	100%

8th grade performance stayed pretty consistent except in Social Studies. There is needed support for social studies, as they had an increase in Does Not Meet (2022-30% to 2023 - 34%)

(MAP Growth Data Fall 22- Spring 23)

MAP Growth Data Fall 22- Spring 23)										
	6 Expected Growth	6 Observed Growth	7 Expected Growth	7 Observed Growth	8 Expected Growth	8 Observed Growth				
Reading	5.5	5.0	4.4	2.0	3.0	3.8				
Math	5.5	5.0	7.2	6.0	5.7	4.0				
*There is a significant gap in expected growth and observed growth in ELA 7th grade.										

*\*Add narrative here\**

### **Student Learning Strengths**

Despite demographic and population shifts, student learning performance is showing consistency over the course of three years, even when the campus was at its largest students population (1431 students).

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

**Problem Statement 1:** Our 7th graders are showing a significant gap on MAP testing in Reading between expected growth and observed growth. Our 8th graders are showing a significant gap on MAP testing in Math between expected growth and observed growth. **Root Cause:** As our numbers continue to grow with students from outside NISD, we may continue to see a need to work on closing gaps in multiple grade levels in both Math and Reading.

**Problem Statement 2 (Prioritized):** Our highest percentages of students who do not pass is occurring in every subject except Reading and Algebra 1 EOC, with an average of 30.4% of students not passing collectively. **Root Cause:** Campus teachers need to examine how they are teaching low performing priority TEKS so that students may start moving towards meeting grade level goals.

# School Processes & Programs

## School Processes & Programs Summary

What, Why, How (Learning Targets) - Getting WMS to focus on assessing the TEK based Target by examining our "How"

CHAMPS Campus Wide - All classes use the CHAMPS structures to manage classrooms

Mentor Groups - Students (Boys and Girls) who have been identified as needing a mentor to support their behavior are participating in meetings with a teacher and outside mentor on Tuesdays and Thursdays each week

Campus wide Annotation - All core classes use a common annotation process to help students navigate and comprehend texts they are reading.

Aggressive Monitoring - All classes will use Aggressive Monitoring to assess student learning beginning weekly until it becomes a daily practice.

Behavior Framework/TNT Team - This team is training and supporting teachers the instructional side of dealing with challenging behaviors.

Organizational Health Team - This team is meeting every 4 weeks to examine opportunities we have coming for teachers and students to give input when implementing new processes or practices.

Zen Zone - This new room in our CAP center allows counselors to de-escalate students who are having challenges regulating their emotions/behaviors. In essence, it's a calming room where students can engage in a calming environment, for a limited amount of time, and visit with their counselor.

Corrective Behavior Reset - Students in ISS will reflect on the behaviors that caused them to receive placement in ISS. The reflection is sent to the student's AP and Counselor so that they can create a plan in order to help the students change their behaviors.

## School Processes & Programs Strengths

The implementation of the What, Why, How have really helped our teachers create intentional activities and practices that support students' learning of the TEK(s).

The implementation of CHAMPS was the first step in giving teachers a tool for creating a process of expectations in the classroom.

Last year, we began using mentor groups to connect with students who were having challenging behaviors that were affecting them in the classroom and in other areas of the campus. We felt it was successful, as many of these students engaged in fighting. After the implementation of the mentor groups, there were significantly fewer disciplinary referrals from these students.

The other processes are researched based practices that should affect positive change on our campus.

## Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1 (Prioritized):** Wilson MS has had declining student performance over the course of three years in Math, Social Studies, and Science, and an increase in disciplinary infractions. **Root Cause:** Demographics have rapidly and significantly changed over the past three years and the campus has not prepared for dealing with the change.

# Perceptions

## Perceptions Summary

Based on emails, responses to campus communication, comments on social media pages, and conversations with individuals in the community and across the district, Truett Wilson has a reputation for being "ghetto", "a fight club", and "unsafe". Most of the staff who were on the campus when "it was at its worst" (according to interviews with teachers), compounded by the overcrowding of the campus and being already tired of dealing with disrespectful behaviors, left to go to the new middle school campus for a fresh start or left the district. Wilson's discipline data did not help the situation, as we had the highest number of disciplinary infractions.

In addition, the Sendera Ranch community Facebook page provides a significant amount of misinformation. Rumors of fights that didn't happen, negativity about the campus, and general disgruntled behavior about experiences on the campus have created a negative perception of the campus. There have also been physical fights between parents in the surrounding neighborhood and the community associates the school with those fights, as those parents have students at the school.

## Perceptions Strengths

When the new school opened, the perception was that it was "the good school" and we had several students that moved to transfer with friends. This helped our numbers go down significantly (from 1431 to 929). This allows us to implement our new school processes and expectations much more easily with a staff who had "buy in" from the beginning.

In addition, many of the rumors posted on the Sendera Ranch Facebook page are only rumors. Parents make up their stories based on what they hear from their own students or other families who don't even have students on campus.

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1 (Prioritized):** Truett Wilson MS has a negative image from the community because of past behaviors from students and parents as the campus has grown and the demographics have changed. **Root Cause:** The economic demographics of the school have changed in the neighborhood, and low income homes are blended with high income homes.

# Priority Problem Statements

**Problem Statement 1:** Wilson is showing significant changes in student populations such as Economically Disadvantaged, Special Education, and At-Risk, and students not meeting academic performance goals is increasing in these populations.

**Root Cause 1:** We need intentional target instruction training to support rapidly changing student populations. Teachers may be relying on the processes and practices they've always used that are broad best practices, but are not addressing the academic growth of low performing students.

**Problem Statement 1 Areas:** Demographics

**Problem Statement 2:** Wilson MS has had declining student performance over the course of three years in Math, Social Studies, and Science, and an increase in disciplinary infractions.

**Root Cause 2:** Demographics have rapidly and significantly changed over the past three years and the campus has not prepared for dealing with the change.

**Problem Statement 2 Areas:** School Processes & Programs

**Problem Statement 3:** Truett Wilson MS has a negative image from the community because of past behaviors from students and parents as the campus has grown and the demographics have changed.

**Root Cause 3:** The economic demographics of the school have changed in the neighborhood, and low income homes are blended with high income homes.

**Problem Statement 3 Areas:** Perceptions

**Problem Statement 4:** Our highest percentages of students who do not pass is occurring in every subject except Reading and Algebra 1 EOC, with an average of 30.4% of students not passing collectively.

**Root Cause 4:** Campus teachers need to examine how they are teaching low performing priority TEKS so that students may start moving towards meeting grade level goals.

**Problem Statement 4 Areas:** Student Learning

# Goals





**Goal 1:** Northwest ISD will provide personalized learning experiences and cultivate the growth and achievement of every student.

## Performance Objective 1: Literacy

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

**High Priority**

**Evaluation Data Sources:** MAP testing, CBAs, STAAR





Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Wilson teachers will instruct all students to annotate texts for comprehension across all contents using common strategies by the end of the first nine weeks. <b>Strategy's Expected Result/Impact:</b> We have a consistent approach for annotating texts across the campus and this should support student comprehension of texts. <b>Staff Responsible for Monitoring:</b> Administrators and department instructional leaders	Formative			Summative
	Nov	Jan	Mar	May
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

**Goal 1:** Northwest ISD will provide personalized learning experiences and cultivate the growth and achievement of every student.

**Performance Objective 2:** Academic Progress

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

**Evaluation Data Sources:** MAP testing, STAAR, CBAs, classroom performance

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Wilson teachers will use targeted Aggressive Monitoring to develop student progress weekly. <b>Strategy's Expected Result/Impact:</b> Teachers and students are aware of learning gaps and can develop goals towards meeting them. <b>Staff Responsible for Monitoring:</b> Administrators and Department Instructional Leaders	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Wilson will use Saturday School (ECO) for grade recovery and Extended Advisory for targeted TEK instruction. <b>Strategy's Expected Result/Impact:</b> Students will show better academic growth in their core classes. <b>Staff Responsible for Monitoring:</b> Administrators, Teachers, Counselors, and Staff  <b>TEA Priorities:</b> Improve low-performing schools <b>Problem Statements:</b> Demographics 1 - Student Learning 2	Formative			Summative
	Nov	Jan	Mar	May
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

**Performance Objective 2 Problem Statements:**

Demographics
<b>Problem Statement 1:</b> Wilson is showing significant changes in student populations such as Economically Disadvantaged, Special Education, and At-Risk, and students not meeting academic performance goals is increasing in these populations. <b>Root Cause:</b> We need intentional target instruction training to support rapidly changing student populations. Teachers may be relying on the processes and practices they've always used that are broad best practices, but are not addressing the academic growth of low performing students.
Student Learning
<b>Problem Statement 2:</b> Our highest percentages of students who do not pass is occurring in every subject except Reading and Algebra 1 EOC, with an average of 30.4% of students not passing collectively. <b>Root Cause:</b> Campus teachers need to examine how they are teaching low performing priority TEKS so that students may start moving towards meeting grade level goals.

**Goal 1:** Northwest ISD will provide personalized learning experiences and cultivate the growth and achievement of every student.

**Performance Objective 3:** College, Career, Military & Life Readiness

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

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Wilson will implement processes (ex. Behavioral Support Framework, mentor groups, character education, etc.) that promote personal responsibility every week. <b>Strategy's Expected Result/Impact:</b> Our students are clear of campus expectations and can personally grow with the support of campus SEL practices. <b>Staff Responsible for Monitoring:</b> All staff	Formative			Summative
	Nov	Jan	Mar	May
<div><div><div><div></div><div>0%</div></div>No Progress</div><div><div><div></div><div>100%</div></div>Accomplished</div><div><div><div></div><div></div></div>Continue/Modify</div><div><div><div></div><div></div></div>Discontinue</div></div>				

**Goal 2:** Northwest ISD will recruit, value, and retain highly effective staff prepared to meet the individual needs of our students and learning community.

**Performance Objective 1:** Recruit

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

**Evaluation Data Sources:** Number of GEs who return to the campus

Strategy 1 Details	Reviews			
Strategy 1: Wilson administrators will attend all monthly GE Orientation meetings to recruit staff to our campus . Strategy's Expected Result/Impact: GEs will be encouraged to come to Wilson MS Staff Responsible for Monitoring: Administrators and Office Manager	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 2:** Northwest ISD will recruit, value, and retain highly effective staff prepared to meet the individual needs of our students and learning community.

**Performance Objective 2:** Value

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

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Wilson will establish a culture of support and encourage teacher-led professional growth opportunities for all teachers each month. <b>Strategy's Expected Result/Impact:</b> Teachers will feel empowered and will want to stay at Wilson to support student learning.	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 2:** Northwest ISD will recruit, value, and retain highly effective staff prepared to meet the individual needs of our students and learning community.

**Performance Objective 3:** Retain

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

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Wilson will implement recognition opportunities for the staff and provide professional growth opportunities through bite-sized PDs each month.  <b>Strategy's Expected Result/Impact:</b> Staff will have the opportunity to learn from each other and to will feel valued for their expertise.  <b>Staff Responsible for Monitoring:</b> Administrators, Counselors, and Department Instructional Leaders	Formative			Summative
	Nov	Jan	Mar	May
<div><div><div><div></div></div><div>0%</div></div>No Progress</div> <div><div><div></div></div><div>100%</div></div> Accomplished <div><div><div></div></div><div></div></div> <div>Continue/Modify</div> <div><div><div></div></div><div></div></div> <div>Discontinue</div>				

**Goal 3:** Northwest ISD will foster a safe environment and a culture of engagement that values the voices of all students, staff, families, and community members.

**Performance Objective 1:** Engagement

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

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Wilson administration will conduct parent tours of the campus to engage parents with the campus culture. <b>Strategy's Expected Result/Impact:</b> Parents become an asset and active partners of our school. <b>Staff Responsible for Monitoring:</b> Administration, teachers, student leadership  <b>Problem Statements:</b> Perceptions 1	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>				

**Performance Objective 1 Problem Statements:**

Perceptions
<b>Problem Statement 1:</b> Truett Wilson MS has a negative image from the community because of past behaviors from students and parents as the campus has grown and the demographics have changed. <b>Root Cause:</b> The economic demographics of the school have changed in the neighborhood, and low income homes are blended with high income homes.

**Goal 3:** Northwest ISD will foster a safe environment and a culture of engagement that values the voices of all students, staff, families, and community members.

**Performance Objective 2: Culture**

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

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> The Wilson administration will implement our core belief that decision making should be made at the most appropriate level and as close to the point of implementation as possible. <b>Strategy's Expected Result/Impact:</b> All staff feel valued for their unique expertise and trusted to make necessary changes. Students needs are met by a team who knows them best. Each stakeholder takes ownership in the areas that affect them. <b>Staff Responsible for Monitoring:</b> Administration, level leads, department instructional leaders	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:** Northwest ISD will foster a safe environment and a culture of engagement that values the voices of all students, staff, families, and community members.

**Performance Objective 3:** Safety

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

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Wilson will implement a Watchdog program, continue mentor groups, and implement SEL spaces to support students and teachers. <b>Strategy's Expected Result/Impact:</b> Staff and students will feel safe and supported when they are at school. <b>Staff Responsible for Monitoring:</b> Administrators and 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>				

**Northwest Independent School District**  
**Worthington Middle School**  
**2023-2024 Campus Improvement Plan**

# Table of Contents

Comprehensive Needs Assessment	3
Demographics	3
Student Learning	4
School Processes & Programs	6
Perceptions	8
Priority Problem Statements	9
Goals	10
Goal 1: Northwest ISD will provide personalized learning experiences and cultivate the growth and achievement of every student.	11
Goal 2: Northwest ISD will recruit, value, and retain highly effective staff prepared to meet the individual needs of our students and learning community.	13
Goal 3: Northwest ISD will foster a safe environment and a culture of engagement that values the voices of all students, staff, families, and community members.	16

# 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	RTI	Homeless
41.5%	22.6%	19.7%	.01 %	14%	27 %	14.8 %	11.68%	11.48 %	13.84%	12.4 %	42 %	10%	0

*2023-2024 is Worthington Middle School's inaugural year. Our elementary school students join us from Berkshire, Curtis, Haslet, and Peterson Elementaries, and our 7th and 8th graders this year joined us from Adams and Wilson Middle Schools. With 1019 students, we are the largest middle school in the Eaton High School feeder pattern; the community is part of a fast-growth area of the district.*

*We welcomed 98 students from outside Northwest ISD over the summer with an additional 18 new to NISD students in the first month of school (11.5% of our student population).*

*Our percentage of English Language Learners and At-Risk students is the highest of the three middle schools that feed into Eaton High School.*

### Demographics Strengths

*Our campus is a reflection of the diversity of our Eaton High School feeder pattern community, and our Asian population reflects the growing Nepali community in the Curtis Elementary/Worthington Middle School/Eaton High School feeder pattern.*

*Our teaching staff is experienced, with only 3% being new to the profession and 67% of teachers working in Northwest ISD last year.*

### Problem Statements Identifying Demographics Needs

**Problem Statement 1 (Prioritized):** With six different NISD feeder campuses and over 100 new to NISD students, there is a need to create aligned campus expectations and systems of supports for students and families. **Root Cause:** Worthington is located in a fast-growth area of the district.

# Student Learning

## Student Learning Summary

Grade Level & Test	2022 6th Grade Reading	2023 6 <sup>th</sup> Grade Reading	2022 6 <sup>th</sup> Grade Math	2023 6 <sup>th</sup> Grade Math	2022 7th Grade Reading	2023 7th Grade Reading	2022 7th Grade Math	2023 7th Grade Math
% Approaches	%	%	%	%	%	%	%	%

2023-2024 is Worthington Middle School's inaugural year, so there are not campus scores for 2022 or 2023.

Grade Level & Test	2022 8th Grade Reading	2023 8th Grade Reading	2022 8th Grade Math	2023 8th Grade Math	2022 8th Grade Science	2023 8th Grade Science	2022 8th Grade SS	2023 8th Grade SS	2022 8th Grade Alg. I	2023 8th Grade Alg. I
% Approaches	%	%	%	%	%	%	%	%	%	%

2023-2024 is Worthington Middle School's inaugural year, so there are not campus scores for 2022 or 2023.

(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						
Math						

With only one administration of the MAP test (August 2023), we do not have any expected/observed growth data yet.

## Student Learning Strengths

A strength is the aligned curriculum, instruction, and assessment practices of Northwest ISD. With the four feeder elementaries and two transferring middle schools, the need for alignment in district practices is high. A strength of the campus is that the majority (67%) of our teachers taught in the district last year and are familiar with district expectations and instructional practices.

	NISD			Non-NISD		New		Unfilled
Administrators & Counselors	7	100%	3 NISD Campuses	0	0%	0	0%	0

	NISD			Non-NISD		New		Unfilled
Teachers*	40	67%	5 NISD Campuses*	17	28%	2	3%	1
Paraprofessionals	8	62%	4 NISD Campuses	1	8%	4	30%	1
Teachers*	Adams MS		14		35%			
	JCT ES		2		5%			
	Medlin MS		1		2.50%			
	PV ES		2		5%			
	Wilson MS		21		52.50%			

### Problem Statements Identifying Student Learning Needs

**Problem Statement 1 (Prioritized):** Instructional practices need to be aligned across classrooms and stay in alignment with district best practices. **Root Cause:** Students are joining us from at least 6 NISD campuses and a variety of other districts.

# School Processes & Programs

## School Processes & Programs Summary

Our school-wide procedures and processes are called our "Tiger Operating Procedures" or "TOPs". Our TOPs are outlined in our Family Guidebook found at <https://worthington.nisdtx.org/our-school/procedures>. Students have access to a variety of extracurricular activities and clubs. They are listed in the [Family Guidebook](#).

Student support cycles are organized throughout the year through a variety of review processes, assessments, and interventions.

- Quarterly grade checks and 3-week progress reports
- At-risk Reporting cycles
- C&I benchmark assessments cycles
- NWEA MAP testing
- Multi-Tiered Systems of Support (MTSS) review cycles
- Section 504 review cycles
- Special Education review cycles, including Admission/Review/Dismissal meetings
- Parent/Caregiver conferences
- Discipline review cycles

A daily 20 minute student advisory period is an additional layer of support services, providing time and opportunity for:

- Campus culture building
- Technology education, including Digital Literacy
- Guidance & Counseling Education, including Bullying and Signs of Suicide Prevention
- Academic support, including MTSS Tier 2 support

Our professional development cycles are as follows:

- Monthly Staff Meetings, last Friday of each month
- Weekly PLC, as determined by the department chair
- Weekly Department Grade Level Planning, as determined by the department (ex: 7th Grade ELA)
- Weekly Leadership Meetings (grade level leads, department leads, administrators, and counselors)
- Monthly Grade Level Meetings, first Friday of the month
- NISD Staff Development (dates set by NISD Curriculum and Instruction)

Certified staff are expected to attend and support Fall and Spring Open Houses, Spring Awards and Fall Parent Conferences.

Our community communication cycles are as follows:

- Campus ParentSquare messages: weekly updates to families
- Teacher ParentSquare messages: updates to families from classroom teachers
- Teacher Canvas "Week at a Glance": curriculum pacing posted for student and parent viewing
- Home Access Center: Up to Date Grades in alignment with NISD Secondary Grading Guidelines
- Social Media Posts: @WorthingtonNISD on Facebook, Instagram, X platforms

### **School Processes & Programs Strengths**

As an inaugural campus, our strength lies in the district's processes and program support measures. The clear communication and dedicated resources from the district's Student Services team is critical in establishing and maintaining program strengths.

### **Problem Statements Identifying School Processes & Programs Needs**

**Problem Statement 1:** There is a need to create aligned campus expectations and systems of supports for students and families. **Root Cause:** It is the campus' inaugural year.

# Perceptions

## Perceptions Summary

*2023-2024 is Worthington Middle School's inaugural year, so there is not yet a baseline for program evaluation.*

*Our PTSA executive board is strong and has a full year of student and community support activities.*

*Our campus will initiate a Watch D.O.G. program to allow for community support and positive adult leadership.*

## Perceptions Strengths

Our campus communications are perceived as strong within the community. As we establish a baseline for program evaluation, we began the 2023-2024 school year with the following numbers of community members following us online.

Facebook: 1,127 Followers

Instagram: 491 Followers

X: 122 Followers

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1 (Prioritized):** Create a baseline for family and staff engagement and satisfaction. **Root Cause:** It is the campus' inaugural year with staff, students, and families joining together with different traditions and experiences.

# Priority Problem Statements

**Problem Statement 1:** With six different NISD feeder campuses and over 100 new to NISD students, there is a need to create aligned campus expectations and systems of supports for students and families.

**Root Cause 1:** Worthington is located in a fast-growth area of the district.

**Problem Statement 1 Areas:** Demographics

**Problem Statement 2:** Instructional practices need to be aligned across classrooms and stay in alignment with district best practices.

**Root Cause 2:** Students are joining us from at least 6 NISD campuses and a variety of other districts.

**Problem Statement 2 Areas:** Student Learning

**Problem Statement 3:** Create a baseline for family and staff engagement and satisfaction.

**Root Cause 3:** It is the campus' inaugural year with staff, students, and families joining together with different traditions and experiences.

**Problem Statement 3 Areas:** Perceptions

# Goals

**Goal 1:** Northwest ISD will provide personalized learning experiences and cultivate the growth and achievement of every student.

**Performance Objective 1:** Literacy





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

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Teachers will build students' literacy skills through a culture of reading and increased opportunities for students to write in journals and annotate in classroom activities. <b>Strategy's Expected Result/Impact:</b> Students will have a journal for math, ELA, science, and social studies that shows growth in academic writing skills. <b>Staff Responsible for Monitoring:</b> Classroom teachers, campus librarian	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 1:** Northwest ISD will provide personalized learning experiences and cultivate the growth and achievement of every student.

**Performance Objective 2:** Academic Progress





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

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Utilize a system of supports (Tier 1 Assessment cycles, Tier 2 Advisory, Tier 3 Labs, 504, MTSS, and SPED cycles) to review student data and respond with intervention or celebrations for personalized academic goals with students at least every 3 weeks. <b>Strategy's Expected Result/Impact:</b> Students will reach or exceed a year's growth or more in all content areas. <b>Staff Responsible for Monitoring:</b> Classroom teachers, Special Education student case managers, 504 coordinator, counselors, paraprofessionals	Formative			Summative
	Nov	Jan	Mar	May
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

**Goal 1:** Northwest ISD will provide personalized learning experiences and cultivate the growth and achievement of every student.

**Performance Objective 3:** College, Career, Military & Life Readiness

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

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Utilize academic planning with counselors, 8th Grade College & Career teachers, and SPED transition counseling to plan for success in the years before high school graduation and beyond. <b>Strategy's Expected Result/Impact:</b> All CWMS students will know their 4 year plan for high school by the end of their 8th grade year. <b>Staff Responsible for Monitoring:</b> College and Career Explorations Teachers, grade level counselors, SPED student case managers	Formative			Summative
	Nov	Jan	Mar	May
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

**Goal 2:** Northwest ISD will recruit, value, and retain highly effective staff prepared to meet the individual needs of our students and learning community.

**Performance Objective 1:** Recruit

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

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> CWMS administrators and staff will develop and support a positive campus culture for current staff and promote our campus culture in the community, at district-sponsored recruitment events, and on social media. <b>Strategy's Expected Result/Impact:</b> An increase in qualified applicants for open positions. <b>Staff Responsible for Monitoring:</b> Campus administrators, department and grade level leads	Formative			Summative
	Nov	Jan	Mar	May
<div><div><div><div></div><div>0%</div></div>No Progress</div><div><div><div></div><div>100%</div></div>Accomplished</div><div><div><div></div><div></div></div>Continue/Modify</div><div><div><div></div><div></div></div>Discontinue</div></div>				

**Goal 2:** Northwest ISD will recruit, value, and retain highly effective staff prepared to meet the individual needs of our students and learning community.

**Performance Objective 2:** Value

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

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> CWMS leaders will solicit feedback and input on campus culture and processes as well as create cycles of learning and celebration on campus. <b>Strategy's Expected Result/Impact:</b> Staff surveys will show that they feel supported toward their professional goals. <b>Staff Responsible for Monitoring:</b> Administrators, department and grade level leads, new teacher mentors	Formative			Summative
	Nov	Jan	Mar	May
<div><div><div><div></div><div>0%</div></div>No Progress</div><div><div><div></div><div>100%</div></div>Accomplished</div><div><div><div></div><div></div></div>Continue/Modify</div><div><div><div></div><div></div></div>Discontinue</div></div>				

**Goal 2:** Northwest ISD will recruit, value, and retain highly effective staff prepared to meet the individual needs of our students and learning community.

**Performance Objective 3:** Retain





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

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> CWMS leaders will connect staff with the variety of support systems within the district (curriculum coaches, department leads, grade level leads, new teacher mentors, PTSA) and beyond (Region 11, employee assistance programs, and teacher training programs).  <b>Strategy's Expected Result/Impact:</b> At least 90% of CWMS will return to Northwest ISD next year. <b>Staff Responsible for Monitoring:</b> Administrators, grade level and department leads	Formative			Summative
	Nov	Jan	Mar	May
<div><div><div><div></div></div><div>0%</div></div>No Progress</div> <div><div><div></div></div><div>100%</div></div> Accomplished <div><div><div></div></div><div></div></div> <div>Continue/Modify</div> <div><div><div></div></div><div></div></div> <div>Discontinue</div>				

**Goal 3:** Northwest ISD will foster a safe environment and a culture of engagement that values the voices of all students, staff, families, and community members.

**Performance Objective 1:** Engagement





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

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> CWMS will respond to community needs and create and communicate opportunities for families to partner with the school via campus events, Parent/Teacher/Student Association activities, and the Watch D.O.G. program. <b>Strategy's Expected Result/Impact:</b> Community members will express that they feel safe, comfortable, confident, and connected to the school. <b>Staff Responsible for Monitoring:</b> Administrators, department and grade level leads, Fine Arts Directors, Athletic Coaches, Club Monitors, Watch D.O.G. leaders, and PTSA Executive board	Formative			Summative
	Nov	Jan	Mar	May
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

**Goal 3:** Northwest ISD will foster a safe environment and a culture of engagement that values the voices of all students, staff, families, and community members.

**Performance Objective 2: Culture**

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

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Establish multiple avenues for staff, families and students to connect with the campus, including events and a variety of communication platforms. <b>Strategy's Expected Result/Impact:</b> Community members will express that they feel safe, comfortable, confident, and connected to the school. <b>Staff Responsible for Monitoring:</b> Administrators, department and grade level leads, Fine Arts Directors, Athletic Coaches, Club Monitors, Watch D.O.G. leaders, and PTSA Executive board	Formative			Summative
	Nov	Jan	Mar	May
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

**Goal 3:** Northwest ISD will foster a safe environment and a culture of engagement that values the voices of all students, staff, families, and community members.

**Performance Objective 3: Safety**

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

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> CWMS will establish a campus Emergency Operations Plan as well as partner with Watch D.O.G.s to provide additional adult supervision and support on campus. Our counseling team will develop a cycle of education and support for students via our student advisory program and guidance support systems. <b>Strategy's Expected Result/Impact:</b> Community members will express that they feel safe, comfortable, confident, and connected to the school. <b>Staff Responsible for Monitoring:</b> Campus administrators, counselors, and Watch D.O.G. sponsor	Formative			Summative
	Nov	Jan	Mar	May
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				