

**Northwest Independent School District**  
**Leo Adams Middle School**  
**2024-2025 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
Comprehensive Needs Assessment .....	4
Demographics .....	4
Student Learning .....	5
School Processes & Programs .....	8
Perceptions .....	9
Priority Problem Statements .....	12
Comprehensive Needs Assessment Data Documentation .....	13
Goals .....	16
Goal 1: Northwest ISD will provide personalized learning experiences and cultivate the growth and achievement of every student. ....	16
Goal 2: Northwest ISD will recruit, value, and retain highly effective staff prepared to meet the individual needs of our students and learning community. ....	19
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. ....	22

# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

White	Hispanic	African American	2 or More Races	Asian	Economically Disadvantaged	Special Education	504	Dyslexia	GT	EB	At-Risk	MTSS	Homeless
47.21%	26.12%	16.94%	3.61 %	4.38%	28.64 %	18.47%	13.11 %	12.52 %	14.10%	5.43%	34.10%	12%	1

Leo Adams Middle School in its seventh year prides itself to be home of the Lions. With pride we are home to over 900 6th, 7th, and 8th graders in the southern portion of the district. The professional, work home to right under 100 staff members, we are a tight knit school community who strives to create a family like environment. Holding true to family dynamics with a hint of dysfunction at times, we ferociously embrace the middle school world with tenacity, grit, and fun. Our retention rate is unprecedented as we welcome the smallest hiring class since opening- 3 new teacher for 24-25! Overall, a high achieving campus in programs and initiatives and campus creed based on our pillars: Be Respectful, Be Responsible, Have Integrity. Low discipline counts in all measures attribute to the strong relationships cultivated within our school community and focus on our strategic goals, with emphasis on a sense of safety and belonging. The number of home languages spoken across our campus are above 20 as we welcome students from across our region, state, country, and world.

### Demographics Strengths

We are the most diverse middle school based on all student groups.

### Problem Statements Identifying Demographics Needs

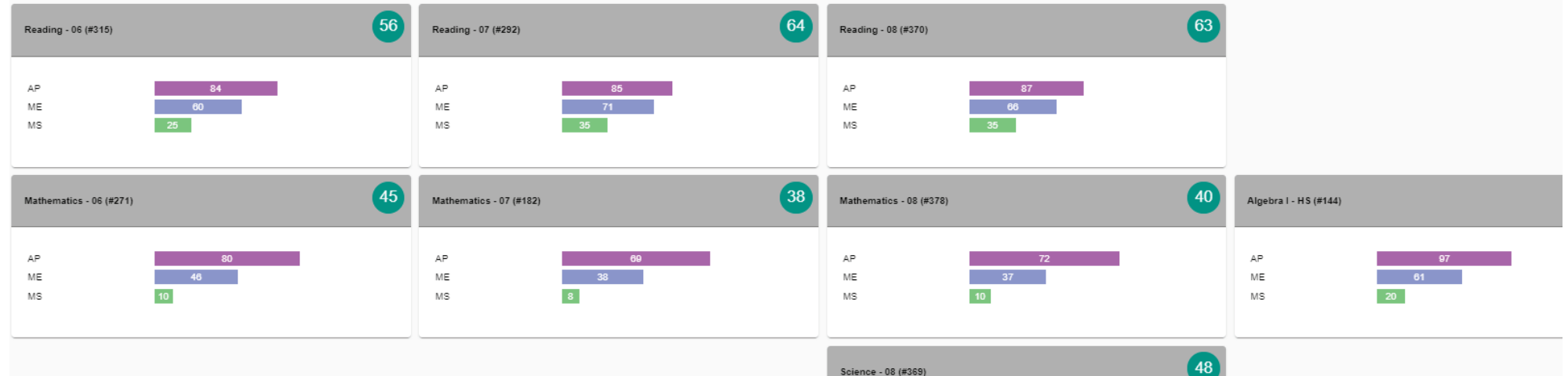
**Problem Statement 1:** Meeting the needs of all students is challenging. **Root Cause:** The dynamics of a fast growth district and campus are rapidly changing and it's difficult to keep pace with the growth.

# Student Learning

## Student Learning Summary

STAAR Summary/Snippet, tentative... pulled 8/21/24

Overview - ADAMS MIDDLE (Tested Enrollment - Includes all Test Versions and Test Languages combined)



## Student Learning Strengths

**Content Literacy**

\*6th, 7th, and 8th overall stayed a bit consistent from 23-24.

\*Do not meet went down, meets and masters went up across the board.

\*7th, and 8th has roughly the same percentage of masters in RLA

8th grade had the lowest percentage of DNM in RLA.

RLA Constructed Responses: 38% of 6th, 14% of 7th, and 21% of 8th students scored a 0.

\*Literacy overall has gone up... but it doesn't seem to be showing in other contents like Science and Social Studies.

**Overall Population Breakdown Observations:**

- SPED: 62% did not meet.
- Our students that fit the ECODis category, overall struggles to meet. There were twice as many ECODis students that did not meet rather than did meet.
- African American had the most students score Approaches, Most Hispanic students had approaches. Native and Pacific islanders had the most approaches.
- White students had the most in meet.
- Asian had the most masters.
- LEB: DNM 40% and Master 23%

**Math STAAR**

\*6th grade math DNM went up 9% from 23-24.

\*6th Grade math meets and masters were lowered from 23-24.

\*Very few students mastering Math across the board.

**Science STAAR**

\*DNM from 23-24 increased in Science.

In every reporting category in Science the success rate lowered.

Only 13% of SPED students achieved masters.

**Social Studies STAAR**

\*Did not meets increased (117 students)

\*248 students are approaching.

\*Only 25% of SPED students passed Social Studies.

- Professional communication needs to be worked on. How to speak to adults and emailing others.
- Teaching conflict resolution strategies
- Overall, students are set up to be prepared for high school.
- Currently, our 8th graders have a good enrollment into academies and pathways for their high school plans.
- We could work more on encouraging 6th and 7th grades into peaking interests earlier.
- We need to work on increasing our advertisements of academies and pathway programs to students.
- We need to encourage more students to enroll in high school credit electives

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

**Problem Statement 1:** Personalizing learning experiences is difficult on a large middle school campus. **Root Cause:** Being a fast growth district and campus has a significant impact on outcomes and results.

# School Processes & Programs

## School Processes & Programs Summary

Optimal Master Schedule

Effective Leadership Teams and PLCs

Support Services

Safety Nets: Extended Classroom Opportunity, Saturday School, STAAR Burst, Weekly Tutorials Options

Behavior Framework Team

P.A.W. Day

Club Lions

Community Events

Monthly Tech Bytes with Instructional Technologist and Campus Tech Liaison

Parent University - zoom link ups with parents/community

## School Processes & Programs Strengths

A variety of processes and programs have been established and developed to meet the needs of middle school students.

## Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1:** It is challenging to understand the needs of middle school students (adolescents) and be responsive in middle school programming. **Root Cause:** The changing demands post pandemic have altered the way we do things.



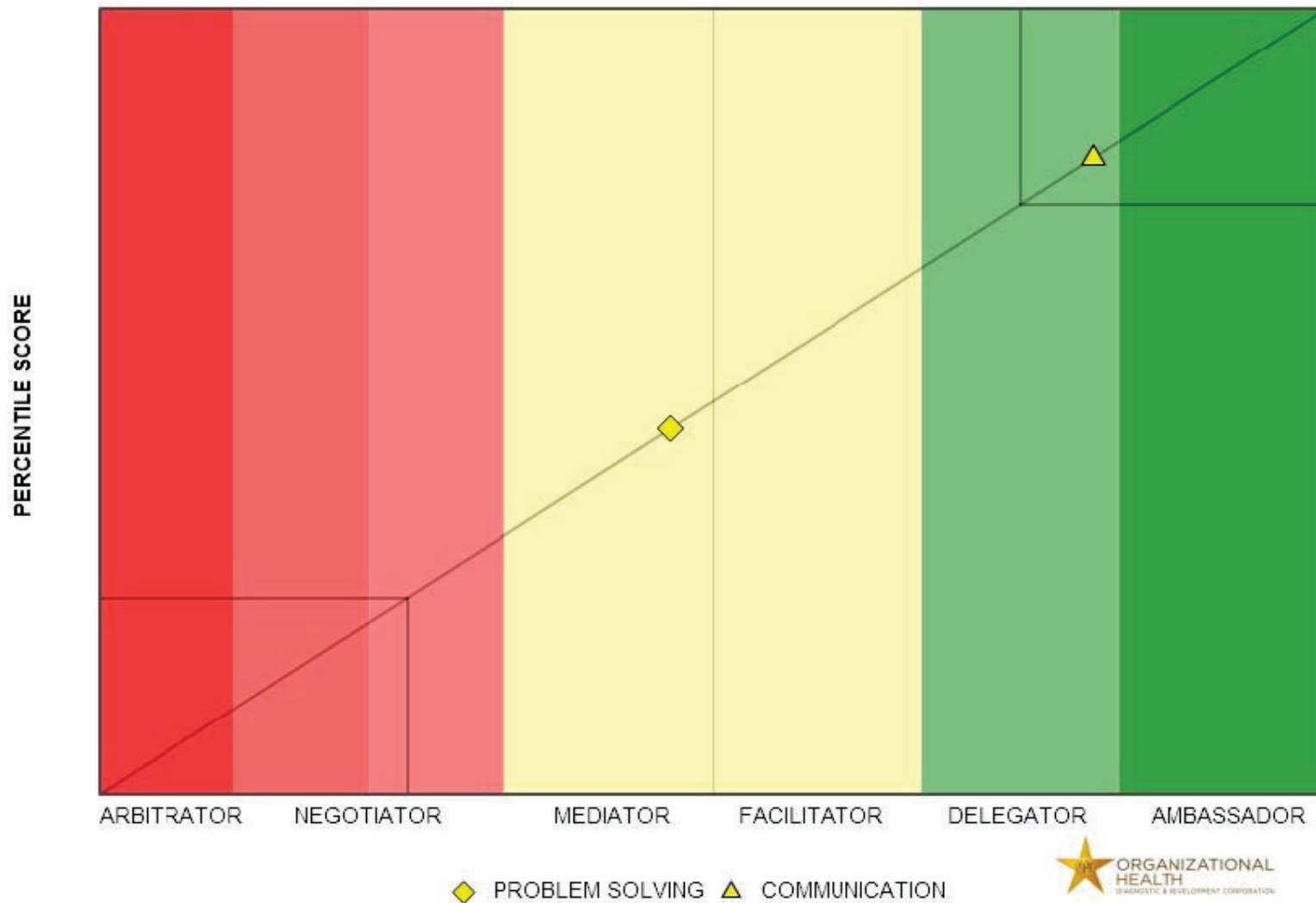
# Perceptions

## Perceptions Summary

OHI Survey Shows Communication and Problem Solving Adequacy as areas of continued focused in an overall healthy school organization. OHI results overview attached.

# ORGANIZATIONAL HEALTH SCATTER PLOT

Competency and Commitment Level - A36039SM



## Perceptions Strengths

Communications runs horizontal and vertically throughout our organization and Equalization of Power (voices are heard and embraced across the organization, more collaborative approach to solving problems) is evident and are strengths of our organization, according to the OHI survey our staff participated in Spring 2023.

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1:** Teachers and staff are not always equipped with knowing what and how to respond to students academic, social, and behavioral needs. **Root Cause:** A fast growing district and campus is constantly changing and we don't always have all the information needed to put appropriate supports in place (i.e. records from another district, state, country).

# 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
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)

## Accountability Data

- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification 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 released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Student failure and/or retention rates
- Local benchmark or common assessments data
- Grades that measure student performance based on the TEKS

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- 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
- Dual-credit and/or college prep course completion data
- STEM and/or STEAM data

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

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

#### **Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- Equity data
- T-TESS data
- T-P ESS data

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

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

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

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data

- Study of best practices
- Action research results
- Other additional 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			
<p><b>Strategy 1:</b> Synergize classroom and school community efforts with focus on classroom climate and best instructional practices.</p> <p>**Focus on Learning Targets, Improved Journaling across courses, ADI Science Annotation Strategies, Use of SPM across 8th grade, Weekly PLC agenda focused on student progress**</p> <p><b>Strategy's Expected Result/Impact:</b> Continues improvement and evident growth in all assessment measures MAP, CBAs, grade reports, STAAR.</p> <p><b>Staff Responsible for Monitoring:</b> All professional staff.</p>	Formative			Summative
	Nov	Jan	Mar	May

 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 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> Champion Students within identified student groups who are not performing at grade level with intentional, data focused, progress monitoring throughout the year (STAAR, CBAs, IPR, RC, Use of safety nets)                      *Champion Identified At-Risk students with campus wide, intentional staff assignment with frequent check ins on grades, safety nets, interests, and supports throughout the semester.                      *Create and track MAP Goals, MTSS team weekly huddle for Student/Staff Support, Increase Data review in PLCs across all teams</p> <p><b>Strategy's Expected Result/Impact:</b> Continuous improvement and evident growth in all assessment measures MAP, CBAs, grade reports, STAAR.</p> <p><b>Staff Responsible for Monitoring:</b> All professional staff.</p>	Formative			Summative
	Nov	Jan	Mar	May

 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			
<p><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. ** CCR created email etiquette flyers for each classroom.</p> <p><b>Strategy's Expected Result/Impact:</b> 100% completion of CCE and increased percentages in academy and pathways participation enrollment from previous years.</p>	Formative			Summative
	Nov	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  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			
<p><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.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved retention rate, with evidence of teachers remaining at Adams and in the education profession.</p>	Formative			Summative
	Nov	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  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			
<p><b>Strategy 1:</b> Improve our PLC practices, focusing on establishing systems and processes on collaboration and professional growth.</p> <p><b>Strategy's Expected Result/Impact:</b> Create a culture with strong beliefs about teaching and learning and student growth, with continuous improving of retention rates at Adams as well as for our profession.</p>	Formative			Summative
	Nov	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  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			
<p><b>Strategy 1:</b> Continue our Lion of the Month with Partner In Education - \$100 gift card goes to 3 teachers each 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, increase our outreach to include families for social events, ensure mentor program is supported, and promote participation in campus and district leadership opportunities among all staff.</p> <p><b>Strategy's Expected Result/Impact:</b> Boost overall morale, improve retention rates, and evidence of improved employee satisfaction.</p>	Formative			Summative
	Nov	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  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			
<p><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.</p> <p><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..</p>	Formative			Summative
	Nov	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  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			
<p><b>Strategy 1:</b> Continue implementing practices from Behavior Framework through the BF Leadership team and fully implement Reach and Respond for student/staff connection, increase student voice opportunities, Pawsitive communication, and social media highlights of students and staff from all perspectives of the campus.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved school and home connection, collaboration, and partnership.</p>	Formative			Summative
	Nov	Jan	Mar	May
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**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			
<p><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, and remain compliant and current in all safety and security measures.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved social-emotional well being by evidence in SIs, behavior referrals, discipline stats, attendance, and grade reports.</p>	Formative			Summative
	Nov	Jan	Mar	May
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				



**Northwest Independent School District**

**Chisholm Trail Middle School**

**2024-2025 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
Demographics .....	4
Student Learning .....	6
School Processes & Programs .....	12
Perceptions .....	14
Priority Problem Statements .....	15
Goals .....	16
Goal 1: Northwest ISD will provide personalized learning experiences and cultivate the growth and achievement of every student. ....	16
Goal 2: Northwest ISD will recruit, value, and retain highly effective staff prepared to meet the individual needs of our students and learning community. ....	21
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. ....	24

# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

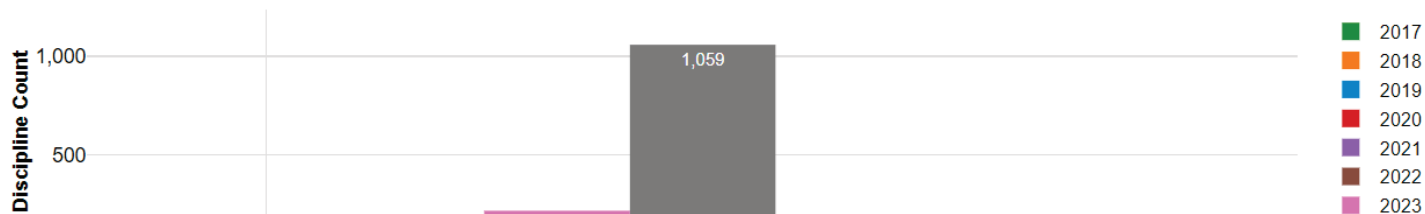
## Chisholm Trail Middle School

### CAMPUS IMPROVEMENT PLAN SUMMARY

	2018 - 2019	2022 - 2023	2023-2024
Asian	1%	1%	3%
African American	3%	8%	12%
Hispanic Latino	32%	37%	37%
White	61%	50%	45%
At Risk	49%	55%	54%
Special Education	14%	20%	21%
Economically Disadvantaged	43%	51%	48%
Emergent Bilingual	11%	18%	19%

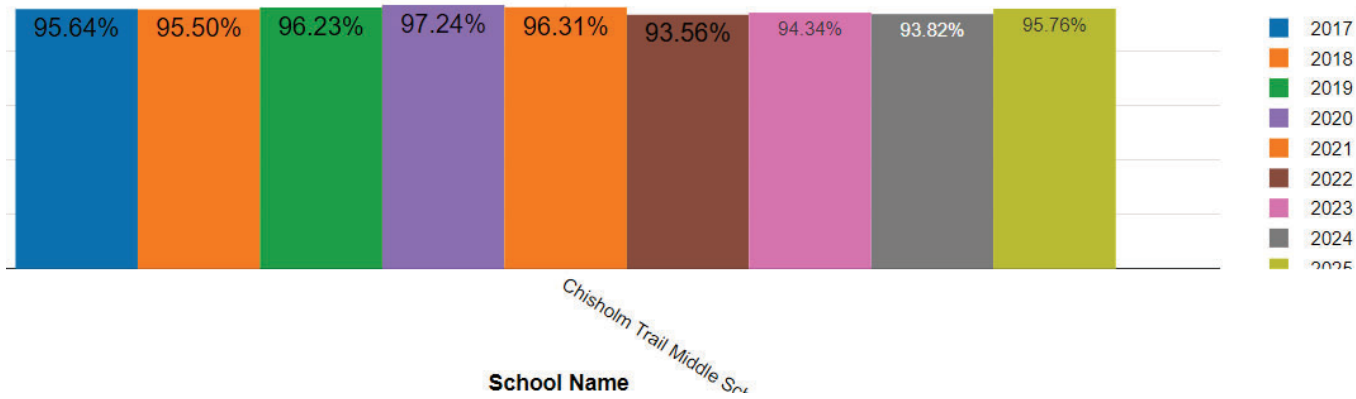
In the last two years, our Emergent Bilingual population has almost doubled. Our sped population has increased by a 1/3 in the last two years. Our sped population is 21% of our total population.

### Discipline Incidents By School Trend





Over the last four years CTMS discipline has increased exponentially, leading to 1,059 discipline incidents in the 2023-24 school year. This has led to missed learning opportunities.



Attendance has gone from a high of 97.24% in 2020 to the lowest at 93.56% and 93.82% in 2022 and 2024.

### Problem Statements Identifying Demographics Needs

**Problem Statement 1 (Prioritized):** Discipline has increased exponentially over the last year at CTMS. **Root Cause:** Discipline increased because there was not a culture of expectations building wide, and some teachers lacked the skills to deal with the increase of behaviors as well as the heightened behaviors.

**Problem Statement 2:** The needs of the students are greater than before and there are more students with higher needs than in previous years. **Root Cause:** Demographics have changed over the past five years resulting in a more diverse population with lower skills and more specific needs (i.e. emergent bilingual needing focused literacy and sped needing focused differentiation).

# Student Learning

## Student Learning Summary



### Student Growth Summary Report

Aggregate by School

Term: Spring 2023-2024  
District: Northwest ISD

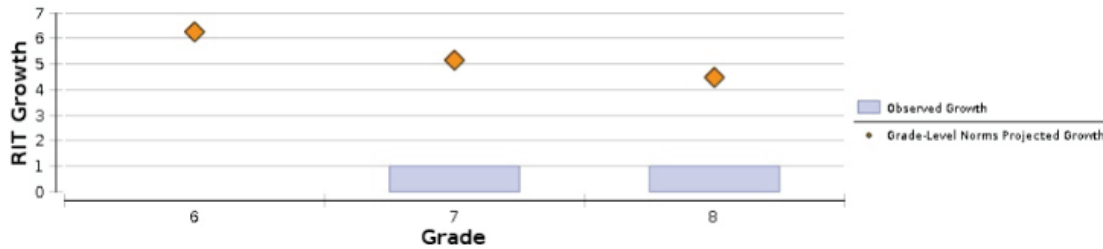
Norms Reference Data: 2020 and User Norms<sup>1</sup>  
Growth Comparison Period: Fall 2023 - Spring 2024  
Weeks of Instruction: Start - 0 (Fall 2023)  
End - 32 (Spring 2024)  
Grouping: None  
Small Group Display: No

#### Chisholm Trail Middle School

Language Arts:  
Reading

Grade (Spring 2024)	Total Number of Growth Events†	Comparison Periods						Growth		Growth Evaluated Against						
		Fall 2023			Spring 2024			Observed Growth	Observed Growth SE	Grade-Level Norms			Student Norms			
		Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile			Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
6	277	210.5	14.5	58	210.9	14.6	26	0	0.5	6.3	-2.98	1	277	72	26	23
7	224	212.7	15.2	47	213.4	16.9	24	1	0.6	5.1	-2.22	1	224	76	34	30
8	244	217.2	15.0	50	218.4	15.1	34	1	0.6	4.5	-1.42	8	244	90	37	34

Language Arts: Reading



MAP Reading students did not meet the projected school growth. Reading was lower than math. 6th grade made 0 observed growth on MAP. 7th/8th were at 1 RIT Growth



### Student Growth Summary Report

Aggregate by School

Term: Spring 2023-2024  
District: Northwest ISD

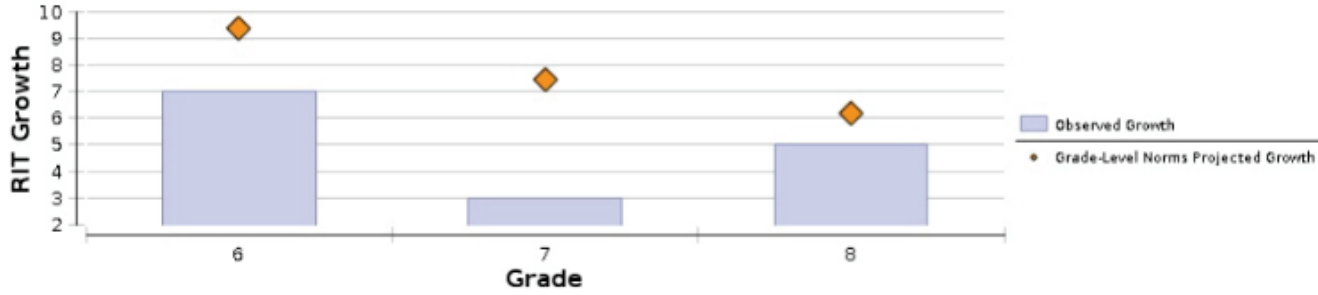
Norms Reference Data: 2020 and User Norms<sup>1</sup>  
Growth Comparison Period: Fall 2023 - Spring 2024  
Weeks of Instruction: Start - 0 (Fall 2023)  
End - 32 (Spring 2024)  
Grouping: None  
Small Group Display: No

#### Chisholm Trail Middle School

Chisholm Trail Middle School  
Generated by Plan4Learning.com

Grade (Spring 2024)	Total Number of Growth Events†	Comparison Periods						Growth Evaluated Against								
		Fall 2023			Spring 2024			Growth		Grade-Level Norms			Student Norms			
		Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
6	280	213.1	13.0	48	220.1	15.2	37	7	0.4	9.4	-0.94	17	280	123	44	37
7	218	217.4	16.6	42	220.6	18.9	25	3	0.6	7.5	-1.80	4	218	67	31	26
8	160	215.3	13.6	18	220.3	15.9	16	5	0.7	6.2	-0.42	34	160	71	44	44

Math: Math K-12



Low achievement and low growth quadrant  
 Gap between expected growth and actual growth.  
 Largest deficit was the 7th graders.

# STAAR All Math & Reading 2024 Performance

My Selections:

Organization: CHISHOLM TRAIL MIDDLE  
 Program: STAAR 3-8 Report: Group Summary: Performance Levels & Reporting Categories Administration: Spring 2024 Grades: 6, 7, 8 Subjects: Mathematics, Reading  
 Data Updated: 6/13/2024

Showing all students

Organization	Administration	Tested Grade	STAAR - Mathematics				STAAR - Reading							
			Tests Taken	Average Scale Score	Performance Levels				Tests Taken	Average Scale Score	Performance Levels			
					Did Not Meet	Approaches and Above	Meets and Above	Masters			Did Not Meet	Approaches and Above	Meets and Above	Masters
CHISHOLM TRAIL MIDDLE	Spring 2024	6	274	1661	41%	59%	23%	2%	302	1615	31%	69%	46%	19%
CHISHOLM TRAIL MIDDLE	Spring 2024	7	213	1710	62%	38%	22%	5%	256	1629	36%	64%	44%	17%
CHISHOLM TRAIL MIDDLE	Spring 2024	8	243	1801	33%	67%	26%	5%	259	1722	20%	80%	57%	30%

In math, 8th grade students had 33% of students which did not meet. This was lower than 6th grade at 41% did not meet and 7th grade at 62% that did not meet. Only approximately 1/4 of the population met the performance level in math.

Students performed better on their Reading STAAR then the expected growth on MAP

In reading, 8th grade students had 20% of their students which did not meet. This was lower than the 6th grade at 31% and 7th grade at 36% which did not meet. Approximately 30% of our students overall were not successful.

# STAAR 8th Science and Social Studies Performance

My Selections:

Organization: CHISHOLM TRAIL MIDDLE  
 Program: STAAR 3-8 Report: Group Summary: Performance Levels & Reporting Categories Administrations: Spring 2024, Spring 2023, Spring 2022, Spring 2021, April 2021, Spring 2019 Grade: 8 Subjects: Science, Social Studies  
 Data Updated: 6/13/2024

Showing all students

Organization	Administration	Tested Grade	STAAR - Science				STAAR - Social Studies							
			Tests Taken	Average Scale Score	Performance Levels				Tests Taken	Average Scale Score	Performance Levels			
					Did Not Meet	Approaches and Above	Meets and Above	Masters			Did Not Meet	Approaches and Above	Meets and Above	Masters
CHISHOLM TRAIL MIDDLE	Spring 2024	8	259	3876	32%	68%	42%	11%	257	3684	47%	53%	30%	11%
CHISHOLM TRAIL MIDDLE	Spring 2023	8	235	3779	33%	67%	32%	7%	236	3603	44%	56%	22%	9%



Grade	Year	Students	Tests	30%	70%	40%	20%	15%	3705	43%	57%	28%	16%	
MIDDLE			77 Tests	158 Tests	76 Tests	16 Tests				105 Tests	131 Tests	52 Tests	21 Tests	
CHISHOLM TRAIL MIDDLE	Spring 2022	8	197	3820	30%	70%	33%	13%	197	3705	43%	57%	28%	16%
CHISHOLM TRAIL MIDDLE			60 Tests	137 Tests	65 Tests	25 Tests				84 Tests	113 Tests	56 Tests	32 Tests	
CHISHOLM TRAIL MIDDLE	Spring 2021	8	176	3893	30%	70%	40%	20%	176	3685	42%	58%	26%	13%
CHISHOLM TRAIL MIDDLE			53 Tests	123 Tests	71 Tests	25 Tests				74 Tests	102 Tests	46 Tests	23 Tests	
CHISHOLM TRAIL MIDDLE	Spring 2019	8	157	3911	22%	78%	46%	18%	156	3802	30%	70%	35%	25%
CHISHOLM TRAIL MIDDLE			35 Tests	122 Tests	72 Tests	29 Tests				47 Tests	109 Tests	54 Tests	39 Tests	

**In Science:**

32% not successful on STAAR

11% mastered

**In SS:**

47% (almost half) of students did not pass the SS test.

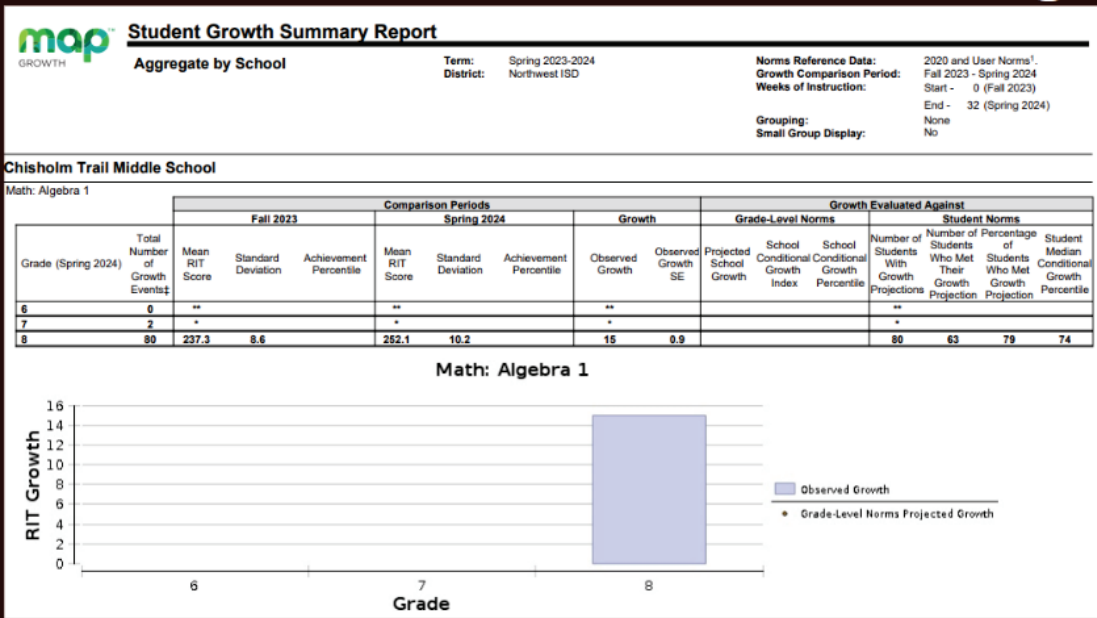
23% were approaching

19% met

11% mastered

**Student Learning Strengths**

# NWEA MAP Achievement and Growth - Algebra





STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

Summary Report

Algebra I  
All Students

District: 061-911 NORTHWEST ISD  
Campus: 044 CHISHOLM TRAIL

Report Date: SPRING 2023  
Date of Testing: SPRING 2023

Table with columns for Administration Summary, Results for Each Reporting Category (1-5), and various student demographic groups. Includes a legend and a page navigation overlay at the bottom.

23050201ALHS00

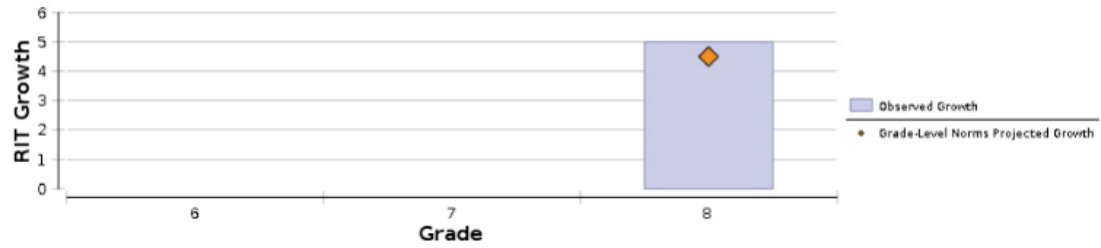
100% of our students passed STAAR Algebra

# NWEA MAP Achievement and Growth - Science

NWEA MAP Student Growth Summary Report. Aggregate by School. Term: Spring 2023-2024. District: Northwest ISD. Norms Reference Data: 2020 and User Norms. Growth Comparison Period: Fall 2023 - Spring 2024. Weeks of Instruction: Start - 0 (Fall 2023), End - 32 (Spring 2024). Grouping: None. Small Group Display: No.

Grade (Spring 2024)	Total Number of Growth Events	Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Students Who Met Their Growth Projection	of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
6	0	**			**			**					**			
7	0	**			**			**					**			
8	226	212.2	12.8	71	216.6	13.7	69	5	0.5	4.5	-0.04	48	226	122	54	54

Science: Science K-12



On MAP our projected school growth surpassed our conditional growth  
They grew 5 RIT points

### Problem Statements Identifying Student Learning Needs

**Problem Statement 1 (Prioritized):** Overall academic growth is low. **Root Cause:** Students' literacy skills are low which is affecting overall performance in all academic areas.

# School Processes & Programs

## School Processes & Programs Summary

We utilize our district C&I with scope and sequence and CBA's. This year, expectations were put in that teachers had to meet weekly in department or team PLC's to plan, look at data, or discuss implementation of strategies to provide high quality instruction. The Leadership Team, which is comprised of our department heads, AP's, and counselors are working through a book study Learning By Doing. All admin are supporting a PLC. PLC's have required weekly agendas and meetings during common planning times. District instructional specialists are working together with department chairs and admin in order to help grow PLC's by looking at data, learning protocols, and backward planning from common assessments.

Support programs include literacy lab and math lab, dyslexia classes, emerging bilingual classes, applied classes, and several special education reading programs. For students who do not do well on MAP, we put supports in for students during Advisory where they work through added curriculum supports with their teacher. For students who do not pass the STAAR, they work in their Advisory class on a computer program based on which test they did not pass. Special education teachers have advisory free so they can pull their caseload students and work with them on reading, math, or work that they need help wiith. We also have a a content mastery room to support special education students who need extra help, accommodations or a quiet place to work.

Our professional development has several components and is tied with our school and department goals. Our district has a professional development conference ENGAGE where teachers can get up to 3 days worth of PD. The PD that we have already had included required safety and security, Kami, so teachers can annotate digital documents, articles supporting our reading goal, journal PD from instructional specialists, and Emergent Tree (which is our behavioral support strategies)

We make decisions at many different levels. Principals work together in principal PLC's. The admin team makes decisions for the school and puts in processes. The Leadership Team also makes decisions. They helped to look at data and the needs of the school to create a school goal. They are also working with their PLC's to create the department goals that they will work on together. The leadership team also helps plan important dates, such as conferences and how they will be implemented. The school is also broken up into committees and each committee has an important piece of our school culture in which they give input. Such as how we will recognize teachers on campus for their hard work, or how open house will run. The committees along with admin work together to ensure that everyone has a voice.

We are working on communication. There is a parent letter that goes home every Friday to parents, students and teachers. There is also a teacher newsletter that goes to teachers every Sunday. Currently, there are a lot of e-mails that are going out. We are looking at consolidating them into one e-mail at the end of the day. We utilize Facebook, Instagram, and X to showcase upcoming events, student competitions, and recognitions.

Our meetings are organized on Wednesdays. The first Wednesday of the month is the faculty meeting. The second Wednesday of the month is a new teacher meeting to support teachers new to the school. The third Wednesday is grade level teams, and the fourth Wednesday is school-wide committees. The Leadership Team meets every Wednesday during second period. The Admin Team meets every Monday and on the fourth Monday of the month, they are joined by the counselors, the attendance counselor, the CIS counselor, and the behavioral interventionist. During this meeting they discuss students who were forwarded to the SST Team from the grade level teams and put interventions in place.

We have a 6th grade running club, and 7th and 8th grades have football, cheerleading, volleyball, basketball, wrestling, track, and soccer. We were able to create C teams in football to support students who wanted to be on a team. We also have several levels of choirs, bands, and orchestra and competitions, such as UIL in which they compete. We have electives that support students in Fine Arts as well as CTE. We are creating a media class to support broadcasting so that student will be able to televise their own announcements. This class will directly feed into their hgih school which has the academy for this course.

Finally, our educational technologist met with our media specialist and principal to plan professional development for the teachers to support curriculum and school goals.

## School Processes & Programs Strengths

Our fine arts program is specifically strong with band, choir, and orchestra taking home all 1's at every level last year. Theatre is also strong. They won, acting awards, directing awards, and awards for backstage workers such as sound.

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

**Problem Statement 1 (Prioritized):** PLC's are at different levels. Some have protocols, are working well together and planning, and others are struggling to meet. **Root Cause:** There were low expectations for PLC's last year and little support for administration. PLC's had different schedules and it was difficult to know whether or not they were meeting. Few PLC's had agendas.

# Perceptions

## Perceptions Summary

There was a perception that the principal did not have high expectations for the staff. PTSA also believed that he did not support what they did for the school because he was not at their events, sent his secretary to the meetings, and did not show up at the events.

Staff valued the principal as a person. They liked that work was fun and there were not a lot of extra demands.

Although staff valued each other and there were a lot of culture building activities, the climate suffered because there was not a lot of support for discipline. Staff went to one assistant principal in order to get support for their students.

2/3rd's of the staff left at the end of the year.

There was no processes for discipline as everything was an emergency to the staff, and they called the AP to teacher's rooms many times a day.

Feedback from OHI was low. Goal-setting, which was the priority, was the lowest at around 3%. The goal was wordy and the plan was not aligned to the needs of the campus.

The staff blamed the principal for the inability of the other AP to discipline, which resulted in lower scores on OHI.

## Perceptions Strengths

The culture and inclusiveness of the campus is high. The teachers like each other, work together well, eat lunch together, and plan trips together. It is not unlike a small family.

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1:** Staff believes that everything is an emergency when it come to discipline. **Root Cause:** Staff need to learn how to categorize and handle lower level discipline incidents. A system for discipline needs to be put in place so that teachers have the tools to deal with lower level incidents and know when put in a referral or call for administration.

# Priority Problem Statements

**Problem Statement 1:** Overall academic growth is low.

**Root Cause 1:** Students' literacy skills are low which is affecting overall performance in all academic areas.

**Problem Statement 1 Areas:** Student Learning

**Problem Statement 2:** Discipline has increased exponentially over the last year at CTMS.

**Root Cause 2:** Discipline increased because there was not a culture of expectations building wide, and some teachers lacked the skills to deal with the increase of behaviors as well as the heightened behaviors.

**Problem Statement 2 Areas:** Demographics

**Problem Statement 3:** PLC's are at different levels. Some have protocols, are working well together and planning, and others are struggling to meet.

**Root Cause 3:** There were low expectations for PLC's last year and little support for administration. PLC's had different schedules and it was difficult to know whether or not they were meeting. Few PLC's had agendas.

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

# 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			
<p><b>Strategy 1:</b> 100 % of students will Read to Succeed or R2S (Silent Reading) during Advisory.</p> <p><b>Strategy's Expected Result/Impact:</b> Student growth in reading</p> <p><b>Staff Responsible for Monitoring:</b> Evett</p> <p><b>Title I:</b> 2.4, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p>- <b>Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Student Learning 1</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Students will annotate text in order to create connections, summarize, find key ideas, and question.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will interact with text creating more meaning and aiding in comprehension.</p> <p><b>Staff Responsible for Monitoring:</b> Administrative Team</p> <p><b>Problem Statements:</b> Student Learning 1</p>	Formative			Summative
	Nov	Jan	Mar	May



Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Students will utilize journals for writing in order to summarize, define vocabulary, write to process, reflect, or justify.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will increase their vocabulary, ability to summarize, and ability to write and support writing with evidence.</p> <p><b>Staff Responsible for Monitoring:</b> Administrative Team</p> <p><b>Title I:</b> 2.4, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p>- <b>Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Student Learning 1</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Teachers will include rigor in their lesson plans as defined by the Icle Rubric.</p> <p><b>Strategy's Expected Result/Impact:</b> Academic growth in students.</p> <p><b>Staff Responsible for Monitoring:</b> Administrative Team</p> <p><b>Problem Statements:</b> Student Learning 1</p>	Formative			Summative
	Nov	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**Performance Objective 1 Problem Statements:**





Student Learning
<p><b>Problem Statement 1:</b> Overall academic growth is low. <b>Root Cause:</b> Students' literacy skills are low which is affecting overall performance in all academic areas.</p>

**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 will read and write across all disciplines.  <b>Strategy's Expected Result/Impact:</b> Students will increase their comprehension of multiple genres and grow in their reading level.  <b>Staff Responsible for Monitoring:</b> Administrative Team   <b>Problem Statements:</b> Student Learning 1</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Teachers will include rigor in their lesson plans as defined by the Icle Rubric.  <b>Strategy's Expected Result/Impact:</b> Academic growth of students for higher level thinking  <b>Staff Responsible for Monitoring:</b> Administrative Team   <b>Problem Statements:</b> Student Learning 1</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> 100% of students will write in science by utilizing the ADI CEJ's given through the science curriculum and graded by teachers.  <b>Strategy's Expected Result/Impact:</b> Students will be able to critically think and back up their statements with evidence.  <b>Staff Responsible for Monitoring:</b> 6th/7th Grade Science Teachers   <b>Problem Statements:</b> Student Learning 1</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>

Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Students will incorporate academic vocabulary into their reflections and summaries for a better understanding of the content.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will increase their depth of learning when writing in their social studies journals.</p> <p><b>Staff Responsible for Monitoring:</b> Social Studies Teachers</p> <p><b>Problem Statements:</b> Student Learning 1</p>	Formative			Summative
	Nov	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				





**Performance Objective 2 Problem Statements:**

Student Learning
<p><b>Problem Statement 1:</b> Overall academic growth is low. <b>Root Cause:</b> Students' literacy skills are low which is affecting overall performance in all academic areas.</p>

**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> Provide timely information to parents about the importance of and resources available for PSAT 8/9. <b>Strategy's Expected Result/Impact:</b> Students and Parents will know options and resources available for PSAT 8/9. <b>Staff Responsible for Monitoring:</b> Ellyane Palmenteri	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> 7th/8th graders who are taking high school credit classes will earn the credit. <b>Strategy's Expected Result/Impact:</b> Students will have high school credits prior to entering high school and be ready for high school curriculum. <b>Staff Responsible for Monitoring:</b> Teacher's/Counselor's for grades-Assistant Principal's for attendance.	Formative			Summative
	Nov	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress         </div> <div style="text-align: center;">  100% Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  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			
<p><b>Strategy 1:</b> Administration will hire highly qualified teachers and staff through rigorous interviews, checking references, and beginning the process early.</p> <p><b>Strategy's Expected Result/Impact:</b> High quality staff will be hired.</p> <p><b>Staff Responsible for Monitoring:</b> Jennifer Higgins</p>	Formative			Summative
	Nov	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  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> CTMS will support new teachers through a mentor program. <b>Strategy's Expected Result/Impact:</b> Teachers will receive support and development through mentors resulting in an easier transition. <b>Staff Responsible for Monitoring:</b> Dawn Kelley	<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> New Teacher Meetings <b>Strategy's Expected Result/Impact:</b> Teachers are able to receive additional support, PD, and ask questions about unknown processes. <b>Staff Responsible for Monitoring:</b> Jennifer Higgins	<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> Lunch and Learn <b>Strategy's Expected Result/Impact:</b> Additional PD to support staff <b>Staff Responsible for Monitoring:</b> Rene Egle, Lynn Petty, Maria Carillo	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  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			
<p><b>Strategy 1:</b> Teachers will meet weekly in PLC's (Team or Department) to plan, look at data, or discuss strategies in order to provide high quality instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> The PLC process will ensure teacher's alignment as well as support for teachers.</p> <p><b>Staff Responsible for Monitoring:</b> Administrative Team</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Teachers will meet weekly in PLC's (Team or Department) to plan, look at data, or discuss strategies in order to provide high quality instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> The PLC process will ensure teacher's alignment as well as support for teachers.</p> <p><b>Staff Responsible for Monitoring:</b> Administrative Team</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 1</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				





**Performance Objective 3 Problem Statements:**

School Processes & Programs
<p><b>Problem Statement 1:</b> PLC's are at different levels. Some have protocols, are working well together and planning, and others are struggling to meet. <b>Root Cause:</b> There were low expectations for PLC's last year and little support for administration. PLC's had different schedules and it was difficult to know whether or not they were meeting. Few PLC's had agendas.</p>

**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			
<p><b>Strategy 1:</b> Chisholm Trail MS will host community nights that support school goals, such as: Open House/Book Fair/Literacy Activities/Curriculum Night.</p> <p><b>Strategy's Expected Result/Impact:</b> Bring the community into the school in order to teach and support literacy activities.</p> <p><b>Staff Responsible for Monitoring:</b> Jennifer Higgins, Kathy Evetts, Literacy Committee</p>	Formative			Summative
	Nov	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  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			
<p><b>Strategy 1:</b> Chisholm Trail MS, along with all stakeholders, will develop a vision, mission, and goals for the school.</p> <p><b>Strategy's Expected Result/Impact:</b> Students, staff, and community will know and understand the school's vision, mission, and goals and be a part of the process.</p> <p><b>Staff Responsible for Monitoring:</b> Jennifer Higgins</p>	Formative			Summative
	Nov	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  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			
<p><b>Strategy 1:</b> Chisholm Trail Middle School will communicate supportive systems for staff, students, and the community through various sources such as: The Bulldog News, The Chisholm Trail Chronicles, Facebook, Instagram, and X.</p> <p><b>Strategy's Expected Result/Impact:</b> Staff, students, and the community will know about upcoming events and receive articles supporting student, staff, and community well-being.</p> <p><b>Staff Responsible for Monitoring:</b> Jennifer Higgins, Dawn Kelley</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Emergent Tree Strategies will be taught, practiced, and utilized.</p> <p><b>Strategy's Expected Result/Impact:</b> Lower discipline referrals and more positive student support.</p> <p><b>Staff Responsible for Monitoring:</b> Administrative Team</p> <p><b>Problem Statements:</b> Demographics 1</p>	Formative			Summative
	Nov	Jan	Mar	May
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Performance Objective 3 Problem Statements:**

Demographics
<p><b>Problem Statement 1:</b> Discipline has increased exponentially over the last year at CTMS. <b>Root Cause:</b> Discipline increased because there was not a culture of expectations building wide, and some teachers lacked the skills to deal with the increase of behaviors as well as the heightened behaviors.</p>

# Northwest Independent School District

## Medlin Middle School

### 2024-2025 Campus Improvement Plan



Vision: To ignite confidence in every Mustang to be their best self

**MUSTANG GRIT**

Mission: The Medlin Community will use **G**rowth mindset, positive **R**elationships, **I**ntegrity and **T**eamwork to provide a safe and inclusive culture that empowers all Mustangs to reach their full potential.

**NORTHWEST ISD**

# 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 .....	8
School Processes & Programs .....	10
Perceptions .....	15
Priority Problem Statements .....	16
Goals .....	17
Goal 1: Northwest ISD will provide personalized learning experiences and cultivate the growth and achievement of every student. ....	17
Goal 2: Northwest ISD will recruit, value, and retain highly effective staff prepared to meet the individual needs of our students and learning community. ....	20
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. ....	23

# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

#### Demographics 2024-2025 Total number of students 1110

White	Hispanic	African American	2 or More Races	Asian	Economically Disadvantaged	Special Education	504	Dyslexia	GT	EB	At-Risk	MTSS	Homeless
59.37%	21.26	5.05%	2.43%	10.90%	13.69 %	11.71%	15.05%	11.89 %	22.08%	7%	21.17%	.05%	1%

#### Medlin Middle School:

Home of the Mustangs, Medlin Middle School is currently at 1114 students for the 2024-2025 school year. We achieved the highest PTSA membership by September, 2024 that we have had in many years (over 650). Medlin has seen an increase in diversity over the past couple of year and we have welcomed that change. We are partnering with ALL families to make sure they feel a part of the Medlin Middle School Family and get the support they need.

The changes that have taken place in our demographics include an increase if our Hispanic, Asian, and Bilingual Student populations as well as an increase in the number of homeless and economically disadvantaged students. We have an increased number of students receiving services in 504, Special Education, Gifted and Talented, as well as MTSS.

Medlin continues to have a high number of students 85% and above taking at least one advanced course and/or high school credit courses.

Medlin also has high level of staff retention with 77 out of 88 staff returning, which is 88% returning to campus. Of those leaving Medlin, 3 were retirements, 1 moving, 2 different schools in another district, 2 different career/jobs, and 3 were promoted to another position within the district.

Our student population is divided somewhat evenly this year with 368 in 6th grade, 368 in 7th grade, and 378 in 8th grade. We continue to get new students throughout the school year and are up in population from 1071 to 1114 as of September 12, 2024.

### Demographics Strengths

The celebration of the demographic information above is that we are becoming a more diverse campus and are increasing our total number of students by over 40 students. Increasing



our diversity helps our staff, students, and community have a better experience at Medlin, because it helps prepare everyone for the real world of diversity. Families are able to bring in various perspectives and shared experiences with others and we want to highlight and celebrate ALL of our learners at Medlin Middle School.

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

**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. With increased number of students in our subpopulations, we must work on differentiated instruction and supports that will help close the learning gaps. **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	2024 6th Grade Reading	2024 6th Grade Reading	2023 6th Grade Math	2024 6th Grade Math	2023 7th Grade Reading	2024 7th Grade Reading	2023 7th Grade Math	2024 7th Grade Math
% Approaches and higher	92%	94.35%	91%	89.45%	96%	92.87%	88%	79.81%

- 6th grade reading increased by 2%
  - Same 6th grade reading teachers for 3 years.
- 6th grade math decreased by 2%
  - Same 6th grade math team for 2 years
- 7th grade reading decreased by 3 % but increased by 3% in previous year 2022 to 2023
  - 3 out of 4 7th grade ELA increase, 1 teacher was on leave at semester, so the data shows the struggle of having long-term guest educator.
- 7th grade math decreased by 9%
  - This data is concerning and we made some teacher changes in hopes to see growth here

Grade Level & Test	2023 8th Grade Reading	2024 8th Grade Reading	2023 8th Grade Math	2024 8th Grade Math	2023 8th Grade Science	2024 8th Grade Science	2023 8th Grade SS	2024 8th Grade SS	2023 8th Grade Alg. I	2024 8th Grade Alg. I
% Approaches and higher	94%	94.49%	90%	90.99%	90%	93.04%	80%	79.13%	100%	99.53%

- 8th grade ELA increased by .5%
  - Same team in place for 3 years.
- 8th grade math increased by almost 1%
  - Made a slight changes here with some new team members
- 8th grade science increased by 3%
- 8th grade social studies decreased by less than 1%, but data is higher than state/district. Have PLC plan in place this year to support more success in dealing with new testing standards

(MAP Growth Data Spring 23- Spring 24)

	6 Expected Growth	6 Observed Growth	7 Expected Growth	7 Observed Growth	8 Expected Growth	8 Observed Growth
Reading	5.8	5	4.5	4	3.7	1
Math	6.6	7	8	11	6.4	5

- Math exceeded growth in both 6th 7th grade
- Reading was just .5 short for both 6th and 7th for growth
- All subjects did have positive growth and did not have negative numbers, so we are growing and getting closer to obtaining our growth goals.
- 8th grade is a group we need to keep an eye on and make some changes to them taking the MAPS test with diligence.

### 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 when you compare to other nationwide schools.

As indicated from the above comparative data from 2023 to 2024, 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 instructional practices, teacher growth, PLC work, feedback, and Professional Development.

Our goal is to get the students more involved in their own learning through goal setting and diving into their testing data as well. Ultimately we will all be working, students and staff, toward a common goal of personal growth and becoming the best version of ourselves we can get. We will all have GRIT (growth mindset, relationships, integrity, and team work) so that we can achieve at the highest levels possible.

### Problem Statements Identifying Student Learning Needs

**Problem Statement 1:** 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, and the student service facilitator meet the first day of every week to discuss student needs, staff needs, instructional practices, and PLC (learning component). We meet again on Wednesday to discuss specific students who need additional support for academics, behavior, 504, and special education (ARD) needs

**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. This year we have added a couple of other teacher leaders who work directly with new students, Emerging Bilingual, behavior specialist, and student leadership groups. We combined our operational leaders with instructional for this school year because we feel that all of it falls under teaching students how to perform academically, support them in learning proper behavior, and social and emotional needs.

**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 that works with them for 1-2 years. Our administrative interns meet with Paige Cantrell four times a year 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 PTSA provides 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-** This committee is one of our focuses this year, which will include admin, counselors, student leaders, and parents to assess the needs of our changing student population and to help teach students how to work in a diverse population.

**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.

## **Medlin Strategic Goals 2024-2025**

### **Strategic Goal I**

**Medlin will support all students by providing learning opportunities that help them grow and achieve success academically.**

## Literacy

### Priority 1.1

Medlin Middle School will increase content literacy for each student by at least 3% growth in all subject areas.

## Academic Performance

### Priority 1.2

Staff will provide academic goal-setting opportunities throughout the school year in order to partner with students and families toward their academic and personal success.

## College, Career, Military, Life Readiness

### Priority 1.3

Medlin will engage students in their course planning and ensure that they take the courses that challenge them, while we support them to be successful in these courses.

## Strategic Goal II

**Medlin will retain, value, and support high quality staff in order to meet the needs of our students and community.**

## Recruit Staff

### Priority 2.1

Medlin Middle School will obtain, grow, and support exceptional staff members in order to enhance our student and community experience.

## Value Staff

### Priority 2.2

Medlin will develop the individual skills of each staff member through continued support and consistent feedback that pushes the learning to higher levels and allows them to reach their full potential.

## Retain Staff

### Priority 2.3

Medlin Middle School will retain quality staff by providing a positive and inclusive school environment that empowers staff to impact student growth and learning.

## Strategic Goal III

**Medlin will engage all stakeholders in order to foster a safe, inclusive, and engaging environment for all students.**

## Engagement

### Priority 3.1

Medlin Middle School will provide continuous communication, school and community events, and opportunities to give feedback in order to engage all stakeholders.

## Culture

### Priority 3.2

Medlin Middle School will utilize our student groups and programs to ensure we have a positive and inclusive culture.

## Safety

### Priority 3.3

Medlin will foster an environment that provides social and emotional supports for students, staff, and families with district and campus programs and procedures.

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

**Problem Statement 1:** Students are not receiving consistent opportunities in classes and Pride (Advisory) 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

One of the perceptions of Medlin Middle School is that our students do not come in with social and emotional issues and that our kids are all successful academically. This is simply not true. We have great students, staff, and parents, but we need to continue to strive to go from good to great, which means constantly pushing to support all of our learners.

## Perceptions Strengths

Our data demonstrates we are successful in comparison to many campuses in our district and area, but we are not competing at the rate we need to in comparison to other schools with our same demographics. Our strength is that we have the structures in place to get to where we want to be academically and in other areas. We have great success, but want to do more.

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1:** Moving the learning forward when we have had great success can be a challenge. Our school needs to continue to grow each year and we have had some areas that are losing ground. **Root Cause:** The belief that what we are doing is enough and that we are a good school can be a cause. We all need to strive to grow in the areas of teaching and learning in order to get Medlin Middle School where it is capable of going.





# Priority Problem Statements

# 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			
<p><b>Strategy 1:</b> Medlin will support all students academically through Tier I instructional practices. In addition, we will ensure students that need additional support receive the Tier 2 and Tier 3 support they need.</p> <p><b>Strategy's Expected Result/Impact:</b> Medlin will increase content literacy for each student by at least 3% growth in all subject areas.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, teachers, and Student Services Facilitator</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Through our PLC work, Medlin will ensure best practices and appropriate levels of rigor are given to all students.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will receive quality instruction due to the planning work done in the Department PLCs and Professional Learning of our staff.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators and Department Chairs</p>	Formative			Summative
	Nov	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  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			
<p><b>Strategy 1:</b> Staff will provide academic goal-setting opportunities throughout the school year in order to partner with students and families towards their academic and personal success.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will take ownership of their own learning and staff and families will support them towards their goals. They will improve and grow in all subject areas.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers will meet with students and guide them to set goals and monitor with the help of department chairs, administrators, and counselors.</p>	Formative			Summative
	Nov	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  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			
<p><b>Strategy 1:</b> Medlin will engage students in their course planning and ensure that they take the courses that challenge them, while we support them to be successful in these courses.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will be in the right level of courses that push their learning. They will develop a foundation that enables them to be ready for high school and beyond. They will be involved along with their families to understand their interest and future goals to make the right selections.</p> <p><b>Staff Responsible for Monitoring:</b> Counseling team, administrators, teaching staff</p>	Formative			Summative
	Nov	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  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			
<p><b>Strategy 1:</b> Medlin Middle School will obtain, grow, and support exceptional staff members in order to enhance our student and community experience</p> <p><b>Strategy's Expected Result/Impact:</b> With growing our staff to their full potential, our student and families will have a positive experience where students will grow and thrive.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, district level support personnel, department chairs</p>	Formative			Summative
	Nov	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  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			
<p><b>Strategy 1:</b> Medlin will develop the individual skills of each staff member through continued support and consistent feedback that pushes the learning to higher levels and allows them to reach their full potential</p> <p><b>Strategy's Expected Result/Impact:</b> Our students will succeed and staff will be engaged in the process. We will have high retention rates and growth for each staff member.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, department chairs, and district support personnel</p>	Formative			Summative
	Nov	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  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			
<p><b>Strategy 1:</b> Medlin Middle School will retain quality staff by providing a positive and inclusive school environment that empowers staff to impact student growth and learning.</p> <p><b>Strategy's Expected Result/Impact:</b> We expect growth in each staff member and student through this process.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, department chairs, teachers, support personnel</p>	Formative			Summative
	Nov	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  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			
<p><b>Strategy 1:</b> Medlin Middle School will provide continuous communication, school and community events, and opportunities to give feedback in order to engage all stakeholders</p> <p><b>Strategy's Expected Result/Impact:</b> We expect all stakeholders to have a positive experience and partnership with Medlin Middle School.</p> <p><b>Staff Responsible for Monitoring:</b> Campus committee members, staff, administration, PTSA Board, and various campus leaders</p>	Formative			Summative
	Nov	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  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			
<p><b>Strategy 1:</b> Medlin Middle School will utilize our student groups and programs to ensure we have a positive and inclusive culture.</p> <p><b>Strategy's Expected Result/Impact:</b> We expect positive feedback and participation in our school events and more involvement with all stakeholders</p> <p><b>Staff Responsible for Monitoring:</b> Committees, campus leadership, school partners such as PTSA.</p>	Formative			Summative
	Nov	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  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			
<p><b>Strategy 1:</b> Medlin will foster an environment that provides social and emotional support for students, staff, and families with district and campus programs and procedures.</p> <p><b>Strategy's Expected Result/Impact:</b> Positive feedback from surveys, more involvement, and few discipline issues as well as increased attendance daily at school and at events.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, committee members, staff, teachers, parents.</p>	Formative			Summative
	Nov	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**Northwest Independent School District**

**Gene Pike Middle School**

**2024-2025 Campus Improvement Plan**



**GENE PIKE**  
MIDDLE SCHOOL

# 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 .....	5
School Processes & Programs .....	7
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. ....	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. ....	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
54.58%	27.41%	11.47%	4.64%	4.38%	32.31 %	19.88%	10.77 %	12.52 %	14.10%	5.43%	34.5 %	12%	1

- Special education population has increased from last year by 1%
- Economically disadvantaged percentage has increased from last year by 2%
- Emergent bilingual students have increased from last year by 2%
- Almost 50% of our population has some type of intervention plan, MTSS, Sped, 504, GT.

### Demographics Strengths

What do we do really well at Pike:

- Spiral warm ups to review concepts throughout the year.
- Building a strong relationships with PTA and increasing community involvement.
- 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.
- Rtl tracking and progress monitoring of Rtl students.

### Problem Statements Identifying Demographics Needs

**Problem Statement 1:** Our special education is making progress but still underperforming other subgroups on campus. **Root Cause:** Special education students are coming to use far below their peers when comparing levels of math and reading skills.

# Student Learning

## Student Learning Summary

### Student Learning Section:

Grade Level & Test	2023 6th Grade Reading	2024 6th Grade Reading	2023 6th Grade Math	2024 6th Grade Math	2023 7th Grade Reading	2024 7th Grade Reading	2023 7th Grade Math	2024 7th Grade Math
% Approaches and higher	83%	83%	83%	86%	86%	80%	61%	63%

- 6th grade reading has maintained % approaches and higher-
  - Same 6th grade reading teachers for 2 years.
- 6th grade math increased by 3%
  - Same 6th grade math team for 2 years in a row.
- 7th grade reading decreased by 6%
  - Struggled with the 7th grade ELA team, 1 teacher left mid year due to health, 1 struggled all year with classroom management and left at the end of the year.
- 7th grade math increased by 2 %
  - Honestly shocked by this increase due to a teacher out at Christmas.

Grade Level & Test	2023 8th Grade Reading	2024 8th Grade Reading	2023 8th Grade Math	2024 8th Grade Math	2023 8th Grade Science	2024 8th Grade Science	2023 8th Grade SS	2024 8th Grade SS	2023 8th Grade Alg. I	2024 8th Grade Alg. I
% Approaches and higher	86%	88%	81%	82%	85%	81%	79%	78%	99%	98%

- 8th grade ELA increased by 2%
  - Same team in place for 2 years.
- 8th grade math increased by 1%



- Same team in place for 2 years.
- 8th grade science decreased by 4%
- 8th grade social studies decreased by 1%

(MAP Growth Data Spring 23- Spring 24)

	<b>6 Expected Growth</b>	<b>6 Observed Growth</b>	<b>7 Expected Growth</b>	<b>7 Observed Growth</b>	<b>8 Expected Growth</b>	<b>8 Observed Growth</b>
<b>Reading</b>	4.1	1	4.3	4	4.1	0
<b>Math</b>	4.0	7	5.6	1	4.8	0

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

# School Processes & Programs

## School Processes & Programs Summary

- Mentor/buddy teachers for new staff
  - Check in 3 times a year.
- 2 Vertical department PLCs every Wednesday 2 times a month from 8:00-8:40
- Instructional Leadership Team PLC 1 day 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
- Teachers provide tutorials 2 times a week
- Advisory intervention 4 times a week for Tier 2 students
- Students checking grades weekly in advisory setting goals
- Student progress monitoring of MAP data and CBA data

## School Processes & Programs Strengths

- Common planning within departments to help strengthen and focus on our Tier 1 instruction
  - Data next step plans implemented once a week. [Data- Next Step](#)
- 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:** Teachers not utilizing all the tools such as the NISD lesson framework and curriculum documents when planning.

# Perceptions

## Perceptions Summary

- 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.
- Weekly PTA newsletters and social media post supporting campus

## Perceptions Strengths

- Campus communication is strong with community: weekly emails from principal and grade levels, weekly social media post of upcoming events.
- Welcoming and inviting campus: Large turnout for all 3 grade level meet the teacher nights, 1st Grandparents breakfast and luncheon.

# Priority Problem Statements

# Comprehensive Needs Assessment Data Documentation

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

## **Support Systems and Other Data**

- Organizational structure data
- Communications 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			
<p><b>Strategy 1:</b> Students will engage in reading, writing, and justifying their ideas at least three times per week across all classes, as a fundamental component of instruction to enhance critical thinking and subject mastery. Teachers will support this by participating in monthly vertical PLCs to collaborate on writing samples, ensuring alignment and fostering collaboration across grade levels.</p> <p><b>Strategy's Expected Result/Impact:</b> Improvement in students ability to justify their thinking and reasoning.  <b>Staff Responsible for Monitoring:</b> Staff, administration, instructional coaches.</p>	Formative			Summative
	Nov	Jan	Mar	May

 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 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> Pike staff will implement spiraled or targeted warm-ups in all subject areas at least three times a week to reinforce key concepts and support ongoing skill development providing insight for making adjustments to improve learning.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in the number of students showing growth on Map from BOY to MOY to EOY</p> <p><b>Staff Responsible for Monitoring:</b> Intervention teachers, SSF, administration, instructional coaches.</p>	Formative			Summative
	Nov	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  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			
<p><b>Strategy 1:</b> Pike will begin actively promoting CTE courses ahead of course selection by sharing information through Pike News, video's with incoming 5th graders, organizing tours for 6th and 7th graders, and creating a parent video to inform families about the available options.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase the number of students taking a CTE course by 10%.</p> <p><b>Staff Responsible for Monitoring:</b> CTE teachers, counselors and administration team.</p>	Formative			Summative
	Nov	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  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			
<p><b>Strategy 1:</b> Attract and retain high-quality staff through targeted recruitment via social media, career fairs, and personalized outreach, sharing our campus Core Values and beliefs. Enhance onboarding with New to Pike presentations, assigning mentor/buddies, welcome bags, staff shout outs and support from NEF supply store creating a supportive environment that reflects our commitment to excellence.</p> <p><b>Strategy's Expected Result/Impact:</b> Hire highly qualified staff and retain 90% from each year.</p> <p><b>Staff Responsible for Monitoring:</b> Administration, Instructional coaches</p>	Formative			Summative
	Nov	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  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			
<p><b>Strategy 1:</b> Provide continuous support, guidance, and assistance for teachers in meeting the needs of all students through ongoing support from Instructional Coaches, Behavior Interventionists, and Emergent Bilingual Support Specialists.</p> <p><b>Strategy's Expected Result/Impact:</b> Reduction in the number of office referrals requiring missed classroom instruction.</p> <p><b>Staff Responsible for Monitoring:</b> Behavior Framework Team, administration</p>	Formative			Summative
	Nov	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  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			
<p><b>Strategy 1:</b> Our mentor program will pair new staff members with experienced buddies/mentors, the principal will hold three check-in meetings throughout the year. Additionally, staff surveys will be conducted to gather feedback and ensure ongoing support</p> <p><b>Strategy's Expected Result/Impact:</b> 90% of our staff will return for the 25-26 school year.</p> <p><b>Staff Responsible for Monitoring:</b> Principal and Assistant principals</p>	Formative			Summative
	Nov	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  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			
<p><b>Strategy 1:</b> Encourage male/female authority figure involvement at schools with increased promotion of Watch D.O.G.S. programs and PTA volunteer opportunities.</p> <p><b>Strategy's Expected Result/Impact:</b> Decrease in campus referrals, increase in a sense of belonging among students and community.</p> <p><b>Staff Responsible for Monitoring:</b> Administration, PTA</p>	Formative			Summative
	Nov	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  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			
<p><b>Strategy 1:</b> Fully implement a Campus Behavior Support Framework at each school focused on Tier 1 behavior supports for teachers and students, including Connections- Reach and Respond, plus 3 to 1 positive feedback trackers for teachers.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase the positive culture on campus reducing campus referrals , increase positivity and sense of belonging on campus.</p> <p><b>Staff Responsible for Monitoring:</b> Behavior Framework team, administration</p>	Formative			Summative
	Nov	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  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			
<p><b>Strategy 1:</b> Increase a sense of belonging and connection for students by establishing student and staff advisory committees that meet regularly to provide input on school policies, initiatives, and campus culture.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved sense of belonging and community as reflected in student, staff, and parent surveys. Reduction in reports of exclusion or disengagement, contributing to a more positive and inclusive school culture.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant principal, counselors.</p>	Formative			Summative
	Nov	Jan	Mar	May

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

# Northwest Independent School District

## Tidwell Middle School

### 2024-2025 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 .....	7
School Processes & Programs .....	9
Perceptions .....	11
Priority Problem Statements .....	12
Comprehensive Needs Assessment Data Documentation .....	13
Goals .....	15
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. ....	18
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. ....	21

# Comprehensive Needs Assessment

Revised/Approved: October 25, 2024

## Demographics

### Demographics Summary

A Titan is someone who is of very great strength, intellect, and importance. We strive to help all of our students achieve their fullest potential through guiding them to realize what it means to be a Titan day in and day out through our core values: Be Safe, Be Respectful, Be Responsible, and Be Connected.

Who we ARE:

Student Demographics:

White	Hispanic	African American	2 or More Races	Asian	Economically Disadvantaged	Special Education	504	Dyslexia	GT	EB	At-Risk	MTSS	Homeless
53.10%	22.70%	12.95%	2.81%	7.69%	26.26%	18.11%	15.57%	12.01%	18.39%	5.63%	26.45%	8.9%	0%

The Tidwell Titan Family is comprised of about 1,067 students, 103 staff members, and families from several communities in the Roanoke, TX area. As proud members of the Byron Nelson Bobcat feeder pattern, we primarily receive families from our 3 feeder elementary schools: Cox ES, Granger ES, and Hughes ES. Throughout the years, the make-up of our school community have stayed relatively consistent in terms of race/ethnicity. However, we have seen our school community grow more and more diverse with regard to the varying educational supports our students need to be successful. The following highlights changes in our demographics:

- Significant increase in our Special Education population needing Individualized Education Plans (IEP) from 14.78% to 18.11%.
- Increase in our students who need Dyslexia support from 10.5% to 12.01%.
- Students needing Tier II and Tier III supports to close gaps through our MTSS process has increased from 7.5% to 8.9%.

Historical Attendance Data:

Tidwell has seen a decline in yearly day-to-day average attendance percentages. Our highest year was SY 2021 at 97.65%. We have since dipped below that with a most recent attendance rate of 95.59% in SY2024. One of our priorities this year is focus on attendance so that our Titans can continue to grow.

We are strong... We are smart... We are important...

We ARE Titans!

### **Demographics Strengths**

Tidwell Middle School is home to a diverse group of learners. We are dedicated to fostering connections and maintaining them through both academic and extracurricular activities. Our commitment is to offer unique learning opportunities that help shape well-rounded students. This is achieved through our academic programs, Fine Arts, Athletics, CTE/electives, student organizations, and our Character Strong curriculum, which focuses on character building.

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

**Problem Statement 1 (Prioritized):** Although Tidwell has maintained consistency in most demographic areas, our Titans are presenting more unique needs, with increases in students who are economically disadvantaged, receiving special education services, and requiring MTSS support. **Root Cause:** Elementary and Tidwell teachers are now more intentional in identifying student needs and leveraging our existing systems to provide support, address gaps, and recommend Special Education evaluations when 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	2023 6th Grade Reading	2024 6th Grade Reading	2023 6th Grade Math	2024 6th Grade Math	2023 7th Grade Reading	2024 7th Grade Reading	2023 7th Grade Math	2024 7th Grade Math
<b>% Approaches</b>	85%	89%	81%	82%	91%	86%	75%	71%

- Tidwell saw an increase in passing percentages in 6th grade math and reading
- Tidwell saw a decrease in passing percentages in 7th grade math and reading. However, there was an astounding 50% Masters rate for 7th grade Reading.

Grade Level & Test	2023 8th Grade Reading	2024 8th Grade Reading	2023 8th Grade Math	2024 8th Grade Math	2023 8th Grade Science	2024 8th Grade Science	2023 8th Grade SS	2024 8th Grade SS	2023 8th Grade Alg. I	2024 8th Grade Alg. I
<b>% Approaches</b>	91%	91%	90%	90%	88%	85%	79%	80%	99%	99%

- Tidwell saw consistency in the passing percentage of 8th grade math and reading and Algebra 1 EOC.
- Tidwell Algebra 1 EOC students showed the highest percentage of Expected and Accelerated growth on STAAR.
- Tidwell saw a slight increase on the passing percentage of 8th grade Social Studies.
- Tidwell saw a decrease in the passing percentage of 8th grade Science.

On NWEA MAP, our students are assigned a RIT score based on their growth and achievement throughout the year. At the end of the year, our students are expected to grow a certain amount determined by their new RIT score. The red areas indicate where Tidwell did not meet the expected growth and the green areas indicate where that growth has been met.

	6 Expected Growth	6 Observed Growth	7 Expected Growth	7 Observed Growth	8 Expected Growth	8 Observed Growth
<b>Reading</b>	5.9	3	4.6	4	4	3
<b>Math</b>	9.8	9	7.9	6	6.2	5
<b>Science</b>					4	5

## Student Learning Strengths

Our STAAR passing percentages on all tests are above the district and the state averages. On all tests, we saw a larger percentage of students earning meets and masters levels on their STAAR tests. This indicates that our teachers are working to close gaps and stretch student thinking.

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

**Problem Statement 1:** Our Special Education and Emergent Bilingual populations are underperforming on all of their related STAAR and MAP assessments. **Root Cause:** We have not closed the gaps of these students enough through intentional interventions for these students.

**Problem Statement 2:** Our students are not meeting their projected growth measure on the NWEA MAP assessments. **Root Cause:** Lacking in individual student and teacher understanding of how to set goals around RIT scores and identifying key areas of growth for students to work on to show progress in their own learning.

# 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 - every 2 weeks
- Content-Level PLCs - every week
- 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 - Adaptation 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 (Prioritized):** Our department level and content-level PLCs have not been effective to drive student success to allow for all students to show necessary growth.

**Root Cause:** There has not been consistent structures or expectations from campus administration on how our PLCs should operate.



# 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 Goal Focus. Tidwell's lowest recorded areas were 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 an opportunity to complete surveys throughout the year to provide feedback on how they feel the year is going. We strive to keep our families connected through our main platforms of Parent Square, Canvas, and social media (Facebook and Twitter).

## 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, Social Media: Facebook and Twitter and Instagram. The systems in place that positively impact either discipline or attendance are Character Strong advisory curriculum and Emergent Tree program. 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:** Student discipline incident numbers continue to rise over the years. **Root Cause:** Students are not explicitly being taught what is expected of them in terms of behavior.

# Priority Problem Statements

**Problem Statement 1:** Although Tidwell has maintained consistency in most demographic areas, our Titans are presenting more unique needs, with increases in students who are economically disadvantaged, receiving special education services, and requiring MTSS support.

**Root Cause 1:** Elementary and Tidwell teachers are now more intentional in identifying student needs and leveraging our existing systems to provide support, address gaps, and recommend Special Education evaluations when necessary

**Problem Statement 1 Areas:** Demographics

**Problem Statement 2:** Our department level and content-level PLCs have not been effective to drive student success to allow for all students to show necessary growth.

**Root Cause 2:** There has not been consistent structures or expectations from campus administration on how our PLCs should operate.

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

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Campus goals
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain

## Student Data: Assessments

- 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
- 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
- Violence and/or violence prevention records
- Student surveys and/or other feedback

### **Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- Equity data
- T-TESS data
- T-P ESS data

### **Parent/Community Data**

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

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

- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Study of best practices

# 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.

**Evaluation Data Sources:** Student growth measured from BOY to MOY MAP and MOY to EOY MAP.  
 Student data on ELA CBA  
 Quarterly journal discussions within content-level PLCs

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Teachers will build student literacy skills and support reading and writing as fundamental skills in learning and comprehension in all subjects through increased opportunities for students to document their learning by writing in journals and annotating in classroom activities.</p> <p><b>Strategy's Expected Result/Impact:</b> 90% of students will annually increase literacy proficiency to ensure mastery of grade-level standards.</p> <p><b>Staff Responsible for Monitoring:</b> Classroom Teachers            Department Heads            Grade-level leads            Student Support Teachers            Student Services Facilitator            Campus Administration            District Curriculum Coaches and Coordinators</p> <p><b>Targeted Support Strategy - Results Driven Accountability</b></p>	Formative			Summative
	Nov	Jan	Mar	May

 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 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:** Campus walkthrough data on monthly rotation with focuses on learning targets and goal-setting  
 Content-level PLC reflection data quarterly review  
 MAP and CBA data

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Teachers will help students achieve their individualized academic goals through providing opportunities for consistent progress-monitoring strategies and by utilizing assessments and growth reports to empower individual goal-setting and reflection.</p> <p><b>Strategy's Expected Result/Impact:</b> 90% of teachers writing and effectively using learning targets to enhance their lessons within the workshop model</p> <p><b>Staff Responsible for Monitoring:</b> Classroom Teachers                      Department Heads                      Grade-Level Leads                      Student Services Facilitator                      At-Risk Coordinator                      Instructional Support teacher                      Campus Administration                      District Curriculum Coaches and Coordinators</p>	Formative			Summative
	Nov	Jan	Mar	May





 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.

**Evaluation Data Sources:** Academy application submission data  
 Academy acceptance data  
 CCE curriculum scope and sequence review in PLC





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Increase awareness and preparedness for post graduation provided through CTE and electives courses in conjunction with providing ongoing support and guidance as students navigate their post graduate path.</p> <p><b>Strategy's Expected Result/Impact:</b> -Increase of students enrolled in more than 1 CTE course by 20%                      -Increase of students applying and accepted into one of the academies by 20%</p> <p><b>Staff Responsible for Monitoring:</b> CTE teachers                      Electives Teachers                      Fine Arts Teachers                      Counselors                      Campus Administrators</p>	Formative			Summative
	Nov	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress                 </div> <div style="text-align: center;">  100% Accomplished                 </div> <div style="text-align: center;">  Continue/Modify                 </div> <div style="text-align: center;">  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:** TalentEd postings (length of time positions are posted)  
TalentEd number of applicants per position

Strategy 1 Details	Reviews			
<p><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.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased number of applicants per position. Positions filling within a month of being posted.</p> <p><b>Staff Responsible for Monitoring:</b> Classroom Teachers Department Heads Grade-level leads Campus Administration District Curriculum Coaches and Coordinators</p>	Formative			Summative
	Nov	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  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.


**Evaluation Data Sources:** Quarterly review of PLC minutes  
 Quarterly assess the effectiveness of the PLC on the Team Performance Curve

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Tidwell Leaders will solicit and use feedback from the staff to continuously monitor the campus climate to ensure a strong culture of support, celebration, and growth.</p> <p><b>Staff Responsible for Monitoring:</b> Department Heads                      Grade-level leads                      Culture Club                      Campus Administration                      District Curriculum Coaches and Coordinators</p>	Formative			Summative
	Nov	Jan	Mar	May


No Progress


Accomplished


Continue/Modify


Discontinue

**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.


**High Priority**


**Evaluation Data Sources:** Quarterly review of PLC minutes  
 Quarterly assess the effectiveness of the PLC on the Team Performance Curve

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Campus staff (paraprofessionals included) will be engaged in an effective PLC with a culture of learning together to support student success.</p> <p><b>Strategy's Expected Result/Impact:</b> 100% of campus staff (paraprofessionals included) will be engaged in an effective PLC and will show progress on the Team Performance Curve.</p> <p><b>Staff Responsible for Monitoring:</b> Classroom Teachers                      Department Heads                      Grade-level leads                      Instructional Support Teacher                      Paraprofessionals                      Campus Administration                      District Curriculum Coaches and Coordinators</p>	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 1:** Engagement

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

**Evaluation Data Sources:** PTA activity attendance  
 After-school activity attendance  
 Weekly Parent Square Newsletters

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</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.</p> <p><b>Strategy's Expected Result/Impact:</b> -Increased Volunteers on campus            - increased awareness of campus activities</p> <p><b>Staff Responsible for Monitoring:</b> Department Heads            Grade-level leads            Culture Club            Campus Administration</p>	Formative			Summative
	Nov	Jan	Mar	May
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				





**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.

**High Priority**

**Evaluation Data Sources:** Fall Student, Staff, and Family Survey data  
Parent Square Data





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Establish and maintain opportunities to connect with students, staff, and families to be able to communicate needs and goals.</p> <p><b>Strategy's Expected Result/Impact:</b> - 80% or more parents indicate that they "agree" or "strongly agree" that Tidwell is a safe place to build connections for their student and their family. - 85% of students indicate that they have a sense of belonging at Tidwell.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration Titan Leadership Team</p>	Formative			Summative
	Nov	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  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.

**Evaluation Data Sources:** Biweekly classroom walkthroughs utilizing our campus walkthrough form  
 Student interviews  
 Emergent Tree data collection

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Utilize the Behavior Support Framework strategies to create systems of support to regular check-in with student's physical and emotional well-being and provide teachers with tools to help manage classroom behaviors.</p> <p><b>Strategy's Expected Result/Impact:</b> -Increase Connections from 56% to 80% across the campus through effective Reach and Respond.            -Increase Acknowledgements from 8% to 35% and include a campus acknowledgement system.</p>	Formative			Summative
	Nov	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**Northwest Independent School District**

**Wilson Middle School**

**2024-2025 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 .....	7
Perceptions .....	9
Priority Problem Statements .....	10
Comprehensive Needs Assessment Data Documentation .....	11
Goals .....	13
Goal 1: Northwest ISD will provide personalized learning experiences and cultivate the growth and achievement of every student. ....	13
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

White	Hispanic	African American	2 or More Races	Asian	Economically Disadvantaged	Special Education	504	Dyslexia	GT	EB	At-Risk	MTSS	Homeless
40.43%	26.31%	22.99%	4.81%	4.60%	39.35%	21.93%	10.16%	12.41%	10.93%	10.59%	43%	22%	1

- Current Discipline (as of 9/13/24): 80 incidents with 57 incidents involving African American students
- 7th grade makes up the highest number of discipline incidents (as of 9/13/24): 40
- Our Special Education population grew 2% from last school year.
- Our Economically Disadvantaged students continues to grow each school year.

### Demographics Strengths

- Our GT population is growing.
- Wilson is a diverse campus.
- Our EL population is growing.

### Problem Statements Identifying Demographics Needs

**Problem Statement 1 (Prioritized):** Our African American student population has grown over the last few year and is experiencing challenges, both academically and in a larger number of disciplinary referrals. **Root Cause:** Our rapid growth in our student population, along with our growth and changes in our staff have caused us to need to deepen our level of understanding in all demographic groups.

**Problem Statement 2 (Prioritized):** We have not focused enough attention on tracking student sub-populations' performance. **Root Cause:** Population demographics have changed and our staff needs additional professional development to meet the needs of all students.

# Student Learning

## Student Learning Summary

Grade Level & Test	2023 6th Grade Reading	2024 6th Grade Reading	2023 6th Grade Math	2024 6th Grade Math	2023 7th Grade Reading	2024 7th Grade Reading	2023 7th Grade Math	2024 7th Grade Math
% Approaches and higher	81%	70%	77%	61%	85%	79%	61%	53%

All grade levels showed decreases in student performance on the STAAR test in Math and Reading.

Last year's 6th graders showed the highest increase in **Does Not Meet** more than any other grade level in Math and Reading. In addition, this grade level showed significant declines in Math and Reading **Meeting** grade level from the previous year (22-23).

8th grade Science and Social Studies maintained their performance in all categories from the previous year (22-23).

## Student Learning Strengths

Our 8th grade showed a 1% increase in students achieving **Mastery** in Reading from 28% to 29% with fewer students.

Our 7th grade maintained 34% of students achieving **Mastery** from the previous 23-24 year with fewer students.

8th grade Algebra I students had 99% of students pass the STAAR test with 59% achieving **Mastery**.

## Problem Statements Identifying Student Learning Needs

**Problem Statement 1 (Prioritized):** Many students in every grade level are not performing at the level that we know they are capable of. **Root Cause:** Our rapid growth and changing demographics requires us to monitor student learning more diligently with a focus on meeting the needs of every student.

# School Processes & Programs

## School Processes & Programs Summary

3D Learning Targets - Getting WMS to focus on assessing the TEK based Target by examining our "How"

Focus Walks - Around Learning Targets, Annotation, and Aggressive Monitoring.

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.

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.

Teacher Merit Badges - Teachers have the opportunity to earn a merit badge based on a rubric criteria. After earning 5 badges, teachers may put their name in for a drawing at the end of each semester. To earn Merit badges, teachers must demonstrate high instructional proficiency in the following areas: Annotation, Aggressive Monitoring, Reinforcing Learning Targets, and Literacy practices.

## School Processes & Programs Strengths

The implementation of the 3D Learning Targets will help our teachers create intentional activities and practices that support students' learning of the TEK(s) around skills they want students to have.

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

Two years ago, 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 and this year, we are adding another layer of support.

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 and Reading, and has not showed significant academic gains in Social Studies and Science. **Root Cause:** Our rapid growth and changes in demographics has caused us to need to adapt our teaching strategies and progress monitoring approaches.

**Problem Statement 2 (Prioritized):** Administrators have experienced challenges in supporting teachers on instructional best practices with the complexities of our growing and changing campus. **Root Cause:** Managing student behavior and discipline has impacted the administrative team's ability to provide the level of instructional support we strive to achieve.

# Perceptions

## Perceptions Summary

Based on feedback from emails, responses to campus communications, social media comments, and discussions with individuals in the community and across the district, Truett Wilson has faced challenges in its reputation. Some have described it as "unsafe" or "prone to conflict." According to interviews with teachers, many staff members who were on campus during its more difficult periods felt the pressures of overcrowding and challenging behaviors. As a result, some chose to transition to the new middle school campus or pursue other opportunities within the district. Additionally, discipline data from Wilson, which reflected a higher number of infractions compared to other middle schools, contributed to these perceptions.

Furthermore, social media has been a source of misinformation at times. Reports of incidents, such as fights that did not occur, and negative commentary about the campus have shaped some of the community's views. Instances of conflicts among parents in the neighborhood, many of whom have children at the school, have further linked these issues to the campus in the minds of some community members.

## Perceptions Strengths

The incoming 6th grade families and new families participated in a "Parent U" which helped to give them an understanding of who we are as a campus and how we work to keep our students safe. This helped bring lots of confidence into the school this year and parents have been very supportive.

The Zoom meetings used for "Parent U" showed us that more families are apt to engage with the principal if meetings are online, as many of the families work. Providing this opportunity for engagement with the school has proven fruitful.

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1 (Prioritized):** Some challenging situations related to safety caused disruptions last year and created a feeling of uncertainty among some of our families and stakeholders. **Root Cause:** The economic demographics of the school has changed and our staff need additional training and support to meet the needs of our students and their families.

# Priority Problem Statements

**Problem Statement 1:** Our African American student population has grown over the last few year and is experiencing challenges, both academically and in a larger number of disciplinary referrals.

**Root Cause 1:** Our rapid growth in our student population, along with our growth and changes in our staff have caused us to need to deepen our level of understanding in all demographic groups.

**Problem Statement 1 Areas:** Demographics

**Problem Statement 2:** Many students in every grade level are not performing at the level that we know they are capable of.

**Root Cause 2:** Our rapid growth and changing demographics requires us to monitor student learning more diligently with a focus on meeting the needs of every student.

**Problem Statement 2 Areas:** Student Learning

**Problem Statement 3:** Wilson MS has had declining student performance over the course of three years in Math and Reading, and has not showed significant academic gains in Social Studies and Science.

**Root Cause 3:** Our rapid growth and changes in demographics has caused us to need to adapt our teaching strategies and progress monitoring approaches.

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

**Problem Statement 4:** Some challenging situations related to safety caused disruptions last year and created a feeling of uncertainty among some of our families and stakeholders.

**Root Cause 4:** The economic demographics of the school has changed and our staff need additional training and support to meet the needs of our students and their families.

**Problem Statement 4 Areas:** Perceptions

**Problem Statement 5:** Administrators have experienced challenges in supporting teachers on instructional best practices with the complexities of our growing and changing campus.

**Root Cause 5:** Managing student behavior and discipline has impacted the administrative team's ability to provide the level of instructional support we strive to achieve.

**Problem Statement 5 Areas:** School Processes & Programs

**Problem Statement 6:** We have not focused enough attention on tracking student sub-populations' performance.

**Root Cause 6:** Population demographics have changed and our staff needs additional professional development to meet the needs of all students.

**Problem Statement 6 Areas:** Demographics

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Campus goals
- Performance Objectives with summative review (prior year)

## Accountability Data

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

## Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- Student failure and/or retention rates
- Local benchmark or common assessments data
- State-developed online interim assessments
- 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
- Response to Intervention (RtI) student achievement data

## Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- 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 department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

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

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

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

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


# 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			
<p><b>Strategy 1:</b> Wilson core content teachers will instruct 100% of students to annotate texts for comprehension through the use of relevant text evidence with justification using common strategies consistently throughout the year.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will become adept to analyze a variety of written text when testing in multiple subjects due to the practice they've received in core contents.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, instructional paraprofessionals, administrators</p> <p><b>Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Student Learning 1 - School Processes &amp; Programs 1</p>	Formative			Summative
	Nov	Jan	Mar	May

 No Progress

 Accomplished

 Continue/Modify

 Discontinue





**Performance Objective 1 Problem Statements:**

Student Learning
<p><b>Problem Statement 1:</b> Many students in every grade level are not performing at the level that we know they are capable of. <b>Root Cause:</b> Our rapid growth and changing demographics requires us to monitor student learning more diligently with a focus on meeting the needs of every student.</p>
School Processes & Programs
<p><b>Problem Statement 1:</b> Wilson MS has had declining student performance over the course of three years in Math and Reading, and has not showed significant academic gains in Social Studies and Science. <b>Root Cause:</b> Our rapid growth and changes in demographics has caused us to need to adapt our teaching strategies and progress monitoring approaches.</p>

**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> Wilson core teachers will examine student performance data in PLCs and engage in campus data tracking, using the Wilson data tracker process, to monitor individual student progress bi-monthly.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will be able to visibly see EVERY students' progress with the use of our campus data walls and other tracking platforms and make instructional decisions for growing student progress.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, department leaders, teachers, district coordinators</p> <p><b>Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Demographics 2 - School Processes &amp; Programs 1</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> The Wilson math department through targeted, individualized goal setting and tracking per unit will support students to demonstrate at least 5% growth in overall performance on the Math STAAR test in all grade levels.</p> <p><b>Strategy's Expected Result/Impact:</b> Through the use of targeted monitoring (data tracking &amp; goal setting), students will be able to demonstrate 5% or better on their Math STAAR performance.</p> <p><b>Staff Responsible for Monitoring:</b> Math teachers, administrators, and curriculum coordinators.</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p>- <b>Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Student Learning 1 - School Processes &amp; Programs 1</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**Performance Objective 2 Problem Statements:**

### Demographics

**Problem Statement 2:** We have not focused enough attention on tracking student sub-populations' performance. **Root Cause:** Population demographics have changed and our staff needs additional professional development to meet the needs of all students.

### Student Learning

**Problem Statement 1:** Many students in every grade level are not performing at the level that we know they are capable of. **Root Cause:** Our rapid growth and changing demographics requires us to monitor student learning more diligently with a focus on meeting the needs of every student.





### School Processes & Programs

**Problem Statement 1:** Wilson MS has had declining student performance over the course of three years in Math and Reading, and has not showed significant academic gains in Social Studies and Science. **Root Cause:** Our rapid growth and changes in demographics has caused us to need to adapt our teaching strategies and progress monitoring approaches.

**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			
<p><b>Strategy 1:</b> Wilson staff will continue to implement processes that promote personal responsibility for academic and social emotional growth consistently throughout the year.</p> <p><b>Strategy's Expected Result/Impact:</b> The campus practices will instill standard expectations for academic and SEL behaviors so that students may develop resiliency and prepare them for the future.</p> <p><b>Staff Responsible for Monitoring:</b> Counselors, administrators, teachers, and staff</p>	Formative			Summative
	Nov	Jan	Mar	May
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**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			
<p><b>Strategy 1:</b> Wilson will develop campus cross curricular/grade-level teams to meet monthly to reflect on campus processes and problem-solve campus needs.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will have a voice in examining and determining campus needs. In addition, teachers will get to know staff members they do not see on a regular basis.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, department/team leaders</p> <p><b>Targeted Support Strategy</b></p>	Formative			Summative
	Nov	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  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			
<p><b>Strategy 1:</b> Wilson teachers will have the opportunity to demonstrate high levels of proficiency in campus expectations on a weekly basis so that they may earn a " WMS teacher merit badge".</p> <p><b>Strategy's Expected Result/Impact:</b> Our new badging system will encourage teachers to develop increased proficiency in their instructional practices, thereby affecting student performance.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators and curriculum coordinators</p> <p><b>Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> School Processes &amp; Programs 2</p>	Formative			Summative
	Nov	Jan	Mar	May
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				





**Performance Objective 2 Problem Statements:**

<b>School Processes &amp; Programs</b>
<p><b>Problem Statement 2:</b> Administrators have experienced challenges in supporting teachers on instructional best practices with the complexities of our growing and changing campus. <b>Root Cause:</b> Managing student behavior and discipline has impacted the administrative team's ability to provide the level of instructional support we strive to achieve.</p>

**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			
<p><b>Strategy 1:</b> WMS teachers will earn a merit badge when they engage staff and host a break out PD session or bite-sized PD on campus, within the district (such as Engage), or at a City/State/National convention.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will strive to earn merit badges and encourage each other to grow their instructional practice.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 2</p>	Formative			Summative
	Nov	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**Performance Objective 3 Problem Statements:**





School Processes & Programs
<p><b>Problem Statement 2:</b> Administrators have experienced challenges in supporting teachers on instructional best practices with the complexities of our growing and changing campus. <b>Root Cause:</b> Managing student behavior and discipline has impacted the administrative team's ability to provide the level of instructional support we strive to achieve.</p>



**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			
<p><b>Strategy 1:</b> Wilson staff will utilize reach and respond, Core Values, Feedback Boards (the Behavior Framework) on a daily basis throughout the year. Evidence of usage of these strategies should be present 80% of the time during walkthroughs.</p> <p><b>Strategy's Expected Result/Impact:</b> Student and teacher behaviors will influence a positive school culture with limited disruptions to student learning.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, teachers, counselors, and Emergent Tree staff</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> A parent/student engagement dashboard will be utilized every week for the campus to communicate with parents/students about progress on student attendance, grades, PTSA engagement, and student IDs.</p> <p><b>Strategy's Expected Result/Impact:</b> Parent and student knowledge of the campus goals and weekly monitoring of them will communicate their importance in a school/community partnership for positive campus results.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, counselors, and front office staff</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  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			
<p><b>Strategy 1:</b> Wilson MS will introduce a multiple session " Parent U" prior to school starting so that parents can be informed about multiple topics that relate to our Wildcat culture. In addition, this multiple session format will be used throughout the school year to develop positive campus and parent relations around the State of the School topics.</p> <p><b>Strategy's Expected Result/Impact:</b> Parents will have a better understanding of what is occurring at school so they can feel more confident in sending their students to Wilson.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, counselors</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Wilson will partner with the Wilson PTSA to develop opportunities to engage parents and students at least twice a semester around campus goals.</p> <p><b>Strategy's Expected Result/Impact:</b> More parent and student involvement in the PTSA and a strong understanding in the community that parent voice is valued.</p> <p><b>Staff Responsible for Monitoring:</b> Campus principal</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**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			
<p><b>Strategy 1:</b> Wilson MS will include a Safety and Security update during each principal Fireside Chat twice per semester. The update will include safety protocols regularly taken and opportunities we provide at Wilson to support student emotional well-being.</p> <p><b>Strategy's Expected Result/Impact:</b> This will help gain parent confidence in sending their students to Wilson.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, counselors, and SRO</p> <p><b>Problem Statements:</b> Perceptions 1</p>	Formative			Summative
	Nov	Jan	Mar	May

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

**Performance Objective 3 Problem Statements:**

Perceptions
<p><b>Problem Statement 1:</b> Some challenging situations related to safety caused disruptions last year and created a feeling of uncertainty among some of our families and stakeholders.</p> <p><b>Root Cause:</b> The economic demographics of the school has changed and our staff need additional training and support to meet the needs of our students and their families.</p>

**Northwest Independent School District**

**Worthington Middle School**

**2024-2025 Campus Improvement Plan**



# Value Statement

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
Comprehensive Needs Assessment .....	4
Demographics .....	4
Student Learning .....	6
School Processes & Programs .....	8
Perceptions .....	10
Priority Problem Statements .....	14
Goals .....	15
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. ....	18
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. ....	21

# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

White	Hispanic	African American	2 or More Races	Asian	Economically Disadvantaged	Special Education	504	Dyslexia	GT	EB	At-Risk	MTSS	Homeless
38.27%	22.63%	19.55%	4.33%	14.06%	33.52%	17.22%	10.77%	13.39%	14.73%	10.48%	41.76%	12%	.17%

2024-2025 is Worthington Middle School's 2nd year. Our elementary school students join us from Berkshire, Curtis, Haslet, and Peterson Elementaries, and 8th graders may have been at Adams and Wilson Middle Schools during their 6th grade year. Growing by almost 200 students this year, with 1202 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 87 students from outside Northwest ISD over the summer with an additional 20 new to NISD students in the first month of school (9% of our student population is new to NISD).

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

Average Daily Attendance 2023-2024: 95.43%

Mobility Rate 2023-2024: 9.77%

Teacher Population	Number
Total Number of Teachers in the School (FTE)	57
Number of Regular Education Teachers (FTE)	48
Number of Special Education Teachers (FTE)	8
Number of ESL/ELL Teachers (FTE)	1

## 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 82% of teachers working in Northwest ISD last year (an increase of 15% over last year).

## Problem Statements Identifying Demographics Needs

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



# Student Learning

## Student Learning Summary

Grade Level & Test	2023 6th Grade Reading	2024 6th Grade Reading	2023 6th Grade Math	2024 6th Grade Math	2023 7th Grade Reading	2024 7th Grade Reading	2023 7th Grade Math	2024 7th Grade Math
% Approaches and higher	NA	83%	NA	82%	NA	79%	NA	52%

Grade Level & Test	2023 8th Grade Reading	2024 8th Grade Reading	2023 8th Grade Math	2024 8th Grade Math	2023 8th Grade Science	2024 8th Grade Science	2023 8th Grade SS	2024 8th Grade SS	2023 8th Grade Alg. I	2024 8th Grade Alg. I
% Approaches and higher	NA	82%	NA	78%	NA	77%	NA	71%	NA	99%

As 2024 was the inaugural year for Worthington, we do not have year to year data to compare for our campus yet. We can compare to other students in the district in the same grade level though.

Students met or exceeded the district average for Approaches, Meets, and Masters in:

- 6th Grade Reading
- 6th Grade Mathematics
- 8th Grade Mathematics
- 8th Grade Social Studies

Students did not meet or exceed the district average for Approaches, Meets, or Masters in (but were within 2 to 5% points):

- 7th Grade Reading
- 7th Grade Mathematics
- 8th Grade Science
- 8th Grade Reading

## Student Learning Strengths

A strength is the aligned curriculum, instruction, and assessment practices of Northwest ISD. A strength of the campus is that the majority (83%) of our teachers taught in the district last year and are familiar with district expectations and instructional practices.

CWMS had the highest number of students accepted into NISD Academies for the Class of 2028.

- All but one of our Algebra 1 students passed their STAAR End of Course exam in their first attempt.
- Our TELPAS students are reclassifying at appropriate or accelerated rates.
- Our ESL students are earning foreign language credits through AVANT testing. Being bilingual is a superpower!

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

**Problem Statement 1:** Seventh and eighth grade students (particularly those receiving special education services or who are black) are not achieving at the same rate as other students in our district. **Root Cause:** The achievement gap is widening because gaps are not being closed each year and the losses are compounding.

# School Processes & Programs

## School Processes & Programs Summary

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
- Credit recovery
- Attendance review and support

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

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.

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

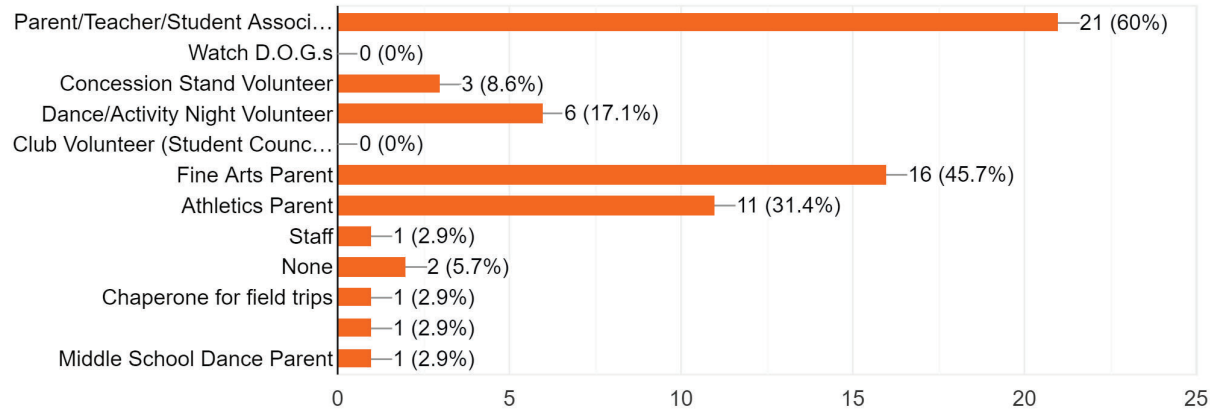
**Problem Statement 1:** At risk students continue to remain at risk from year to year as academic performance is not at or exceeding grade level standards as measured by state assessments. **Root Cause:** Academic support, including MTSS Tier 2 support, is not improving student achievement at a rate to close gaps.

# Perceptions

## Perceptions Summary

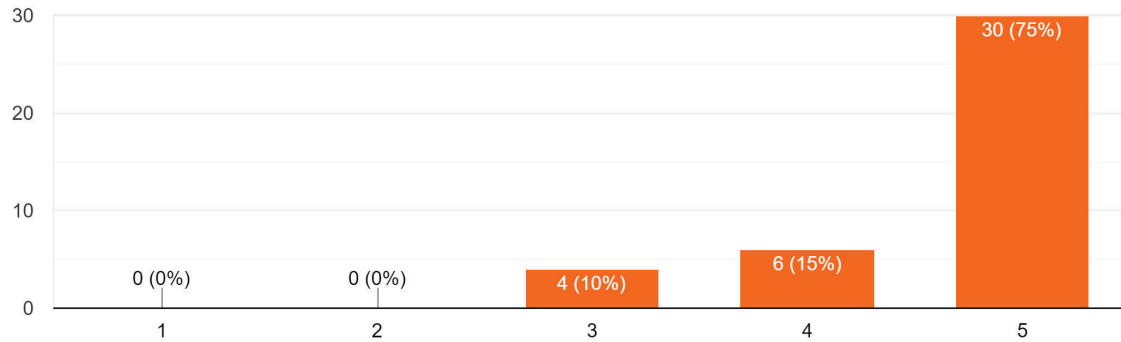
As a parent/guardian, I am involved in these campus activities at Worthington (check all that apply).

35 responses



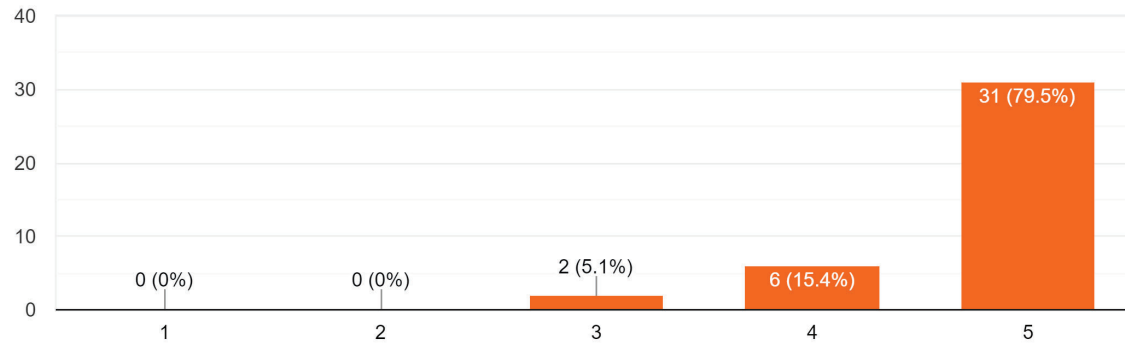
When I contact Worthington staff, I feel heard and valued.

40 responses



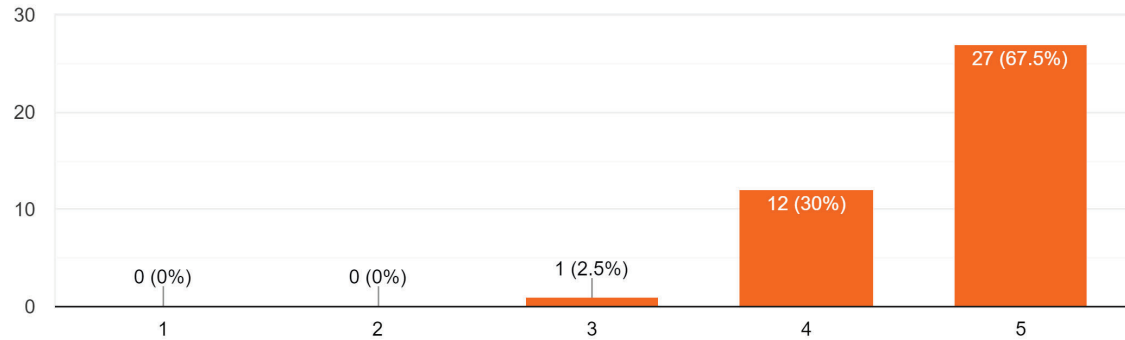
Students know what behavior is expected of them.

39 responses



My child feels staff care about him or her as a person.

40 responses



Facebook: 1,388 Followers (2023: 1,127 Followers)

Instagram: 890 Followers (2023: 491 Followers)

X: 146 Followers (2023: 122 Followers)

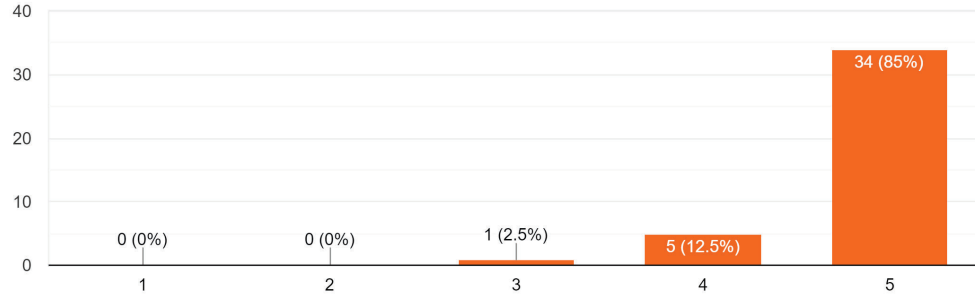
Worthington Middle School  
Generated by Plan4Learning.com

## Perceptions Strengths

Our campus communications are perceived as strong within the community, especially among our staff. Organizational Health Index (OHI) teacher survey results showed that Communication was our strongest measure of organizational health.

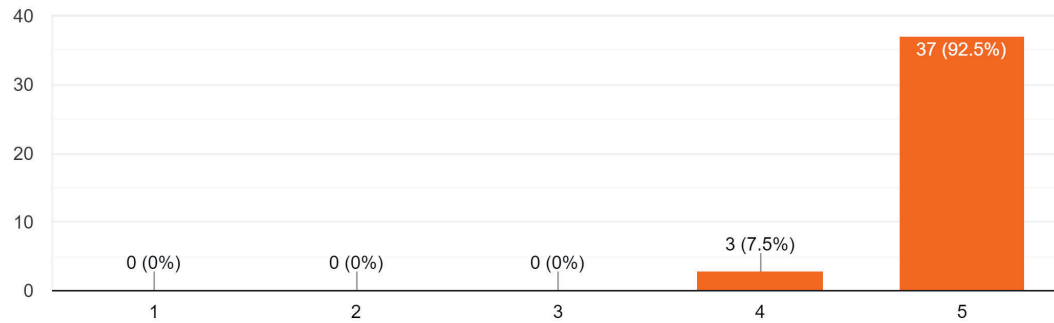
Parents/guardians are invited to be involved in activities at school.

40 responses



I am grateful my child attends this school.

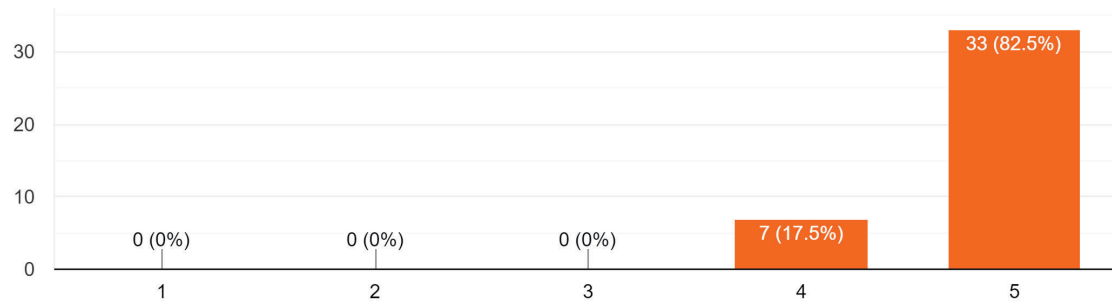
40 responses



My child is proud to be a part of this school.

40 responses





### Problem Statements Identifying Perceptions Needs

**Problem Statement 1:** Parent involvement depends on the same volunteers for a variety of activities. **Root Cause:** Unknown but will explore through parent listening sessions and being creative about meeting parents where they are at (concerts, games, etc.)



# Priority Problem Statements

# 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.

- Evaluation Data Sources:** Student data from ELA CBAs  
 Student data change from BOY to MOY MAP and MOY to EOY Map  
 Quarterly journal calibrations in core content areas in PLC  
 Quarterly feedback from teachers to students in journal activities  
 Quarterly Beanstack minute shout outs

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Students' literacy skills will improve through a culture of reading and increased opportunities to write and annotate in journals, including the use of academic vocabulary.</p> <p><b>Strategy's Expected Result/Impact:</b> 85% of students will annually increase literacy proficiency to reach or exceed grade level standards</p> <p><b>Staff Responsible for Monitoring:</b> Classroom Teachers                      Department Leads                      Grade Level Leads                      Student Services Facilitator                      At Risk Coordinator                      Campus Administrators                      District Curriculum and Instruction Coaches                      Librarian</p>	Formative			Summative
	Nov	Jan	Mar	May


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 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:** Monthly campus walkthroughs with a focus on learning targets (evidence to include look fors and listen fors)  
 Lesson plan review weekly in grade level planning meetings  
 Progress tracker utilization in journals  
 MAP and CBA assessment cycles  
 Student growth on IEP goals





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Students will reach or exceed their individualized academic goals through knowing and assessing their daily goals for learning in each classroom.</p> <p><b>Strategy's Expected Result/Impact:</b> 90% of classrooms will have posted Learning Targets with the essential components during a walkthrough cycle (Year 1 of implementation goal)</p> <p><b>Staff Responsible for Monitoring:</b> Classroom Teachers            Department Leads            Grade Level Leads            Student Services Facilitator            At Risk Coordinator            Campus Administrators            District Curriculum and Instruction Coaches            Librarian</p>	Formative			Summative
	Nov	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  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.

- Evaluation Data Sources:** IPR and Report Card grades  
 CCE Scope and Sequence  
 Academy applications and acceptance rates  
 Attendance rates  
 Retention rates in athletics and fine arts





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Students will focus on academic achievement in their elective classes with the goals of credit attainment, academy acceptance, and program/pathway retention.</p> <p><b>Strategy's Expected Result/Impact:</b> 95% of students taking a high school credit course will earn their credit            90% of students who apply to a CTE Academy will be accepted            70% retention rate in linear fine arts classes</p> <p><b>Staff Responsible for Monitoring:</b> CTE Classroom Teachers            Fine Arts Classroom Teachers            Counselors</p>	Formative			Summative
	Nov	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress         </div> <div style="text-align: center;">  100% Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  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:** TalentEd Postings (collect data on average time between posting and acceptance)  
TalentEd Postings (collect data on average number of applicants for each acceptance)





Strategy 1 Details	Reviews			
<p><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.</p> <p><b>Strategy's Expected Result/Impact:</b> An increase in qualified applicants for open positions. Positions filled within one month of posting.</p> <p><b>Staff Responsible for Monitoring:</b> Classroom Teachers Department Leads Grade Level Leads District Curriculum and Instruction Coaches New Teacher Mentor Coordinator</p>	Formative			Summative
	Nov	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  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.

**Evaluation Data Sources:** Feedback form from campus PDs  
Campus Shout Out Form





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> CWMS leaders will solicit feedback and input on campus culture and processes as well as create and maintain cycles of learning and celebration on campus.</p> <p><b>Staff Responsible for Monitoring:</b> Sunshine Committee Leadership Department Leads Grade Level Leads Campus Administrators</p>	Formative			Summative
	Nov	Jan	Mar	May
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**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.

**Evaluation Data Sources:** Weekly PLC meeting agenda notes  
 CBA assessment cycles  
 Chart on PLC Performance Curve  
 State of the School Updates (August, November, March, May)





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Campus Professional Learning Communities (PLCs) will engage in productive and meaningful work that results in meeting the campus achievement goals.</p> <p><b>Strategy's Expected Result/Impact:</b> 100% of PLCs will show progress and 85% of PLCs would be labeled "High Performing" on the teams curve at the end of the year</p> <p><b>Staff Responsible for Monitoring:</b> Department Leads                      Grade Level Leads                      Campus Administrators                      NISD Curriculum Coordinators, Coaches, and Curriculum Writers</p>	Formative			Summative
	Nov	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress                 </div> <div style="text-align: center;">  100% Accomplished                 </div> <div style="text-align: center;">  Continue/Modify                 </div> <div style="text-align: center;">  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.

**Evaluation Data Sources:** Watch D.O.G. Calendar  
PTSA membership information

Strategy 1 Details	Reviews			
<p><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.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase Watch D.O.G. participation to at least two volunteers a month during the school day. Golden Apple Award for Staff PTSA Participation. At least 500 members in the PTSA.</p>	Formative			Summative
	Nov	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				





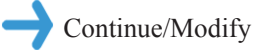

**Goal 3:** Northwest ISD will foster a safe environment and a culture of engagement that values the voices of all students, staff, families, and community members.

**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.

**Evaluation Data Sources:** Fall Parent Survey  
ParentSquare data

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Establish and maintain multiple avenues for staff, families and students to connect with the campus, including events and a variety of communication platforms.</p> <p><b>Strategy's Expected Result/Impact:</b> At least 75% of survey respondents will "agree" or "strongly agree" that they feel safe, comfortable, confident, and connected to the school. At least 100 families will respond to the campus survey.</p> <p><b>Staff Responsible for Monitoring:</b> Campus administrators PTSA Leadership</p>	Formative			Summative
	Nov	Jan	Mar	May










**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.

**Evaluation Data Sources:** Biweekly classroom walkthroughs  
 Weekly Hallway walkthroughs  
 Advisory WAGs  
 Submissions to TAG Brags (student acknowledgment form)

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Use the Behavior Support Framework strategies to create systems of support for students and staff to strengthen the physical and emotional well-being of our students, staff, and community.</p> <p><b>Strategy's Expected Result/Impact:</b> 100% of classrooms will utilize Reach and Respond at the beginning of each class.            100% of classrooms will reference at least one of the Core Values within a 45 minute lesson cycle. (Year 2 Goal)</p> <p><b>Staff Responsible for Monitoring:</b> Campus administrators            Behavior Framework Committee Team            Grade level leads            Department leads</p>	Formative			Summative
	Nov	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				