

Northwest Independent School District

Leo Adams Middle School

2025-2026 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.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

White	Hispanic	African American	2 or More Races	Asian	Economically Disadvantaged	Special Education	504	Dyslexia	GT	EL	At-Risk	RTI	Homeless
46%	26%	18%	4%	5%	26%	20%	13%	15%	14%	6%	42%	>1%	>1%

Leo Adams Middle School, now in its eighth year, proudly serves 950 students with 293 sixth graders, 321 seventh graders, and 336 eighth graders. Our campus continues to focus on student growth by encouraging learners to take ownership of their progress through goal setting, self-reflection, and active engagement in their academic journey. With a blend of new administration and established staff, Adams is evolving in ways that honor our strong legacy while maintaining a vision for continuous growth and student success.

We remain grounded in our three pillars of Respect, Responsibility, and Integrity, which are embedded into the culture and expectations of our school community. Our retention rate continues to be strong, with only six new teachers joining our staff this year despite district-wide budget cuts and reassignments. Currently, we employ 59 teachers and a total of 89 staff members who work collaboratively to ensure our students thrive.

Demographics Strengths

Discipline trends at Adams remain low, reflecting the strength of the relationships cultivated between staff and students. We prioritize in-house interventions and restorative practices over DAEP placements, and we are proud to have the second-lowest DAEP usage in the district. Our intentional focus on welcoming and supporting new-to-district students academically and behaviorally has helped foster a smooth transition and reinforced a sense of belonging.

The diversity of our student body continues to enrich our campus community, with 25 home languages represented among our students and families. This diversity strengthens our commitment to cultivating a safe, inclusive environment where every Lion feels valued, supported, and empowered to succeed.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): The wide range of student backgrounds and experiences at Leo Adams Middle School enriches our learning environment and calls for thoughtful coordination of resources, supports, and instructional practices to meet diverse needs.

Root Cause: Leo Adams Middle School serves a richly diverse student body, which presents an opportunity for the campus to thoughtfully support a broad spectrum of academic, behavioral, and social-emotional needs.

Student Learning

Student Learning Summary

Grade Level & Test	2024 6th Grade Reading	2025 6th Grade Reading	2024 6th Grade Math	2025 6th Grade Math	2024 7th Grade Reading	2025 7th Grade Reading	2024 7th Grade Math	2025 7th Grade Math
% Approaches and higher	84%	85%	80%	81%	85%	85%	69%%	52%

Grade Level & Test	2024 8th Grade Reading	2025 8th Grade Reading	2024 8th Grade Math	2025 8th Grade Math	2024 8th Grade Science	2025 8th Grade Science	2024 8th Grade SS	2025 8th Grade SS	2024 8th Grade Alg. I	2025 8th Grade Alg. I
% Approaches and higher	87%	93%	72%	77%	80%	84%	68%	69%	97%	94%

Leo Adams Middle School continues to demonstrate strong academic performance, particularly in reading, where all grade levels maintained achievement above 85 percent and 8th grade saw notable growth from 87 percent to 93 percent. Math results show a more varied picture with 6th grade maintaining stability at 81 percent and 8th grade improving from 72 percent to 77 percent, while 7th grade experienced a decline from 69 percent to 52 percent. In science, 8th grade students showed growth from 80 percent to 84 percent, and social studies improved slightly from 68 percent to 69 percent. Algebra I performance remains a clear area of strength with consistently high achievement above 90 percent. These results reflect the effectiveness of our instructional practices while also highlighting the need for targeted interventions in 7th grade math to ensure alignment and growth across all subject areas.

(MAP Growth Data Spring 24 - Spring 25)

	6 Expected Growth	6 Observed Growth	7 Expected Growth	7 Observed Growth	8 Expected Growth	8 Observed Growth
Reading	2.5	1	2.0	3	2.0	0
Math	10.3	9	7.4	4	7.0	4

150% of their projected growth with three points gained against a target of two. Sixth graders achieved 40% of their expected reading growth with one point gained, while eighth graders showed no measurable growth against an expectation of two points.

Math outcomes followed a similar pattern of variation. Sixth grade students came closest to meeting expectations, reaching 87% of projected growth with nine points gained against an expected 10.3. Seventh grade students gained four points, representing 54% of their expected growth, while eighth grade students also gained four points, representing 57% of their expected growth.

Student Learning Strengths

Leo Adams Middle School continues to demonstrate strong academic performance across multiple subjects. In STAAR results, reading remains a consistent strength, with all grade levels performing above 85 percent. Notably, 8th grade reading improved from 87 percent in 2024 to 93 percent in 2025, marking one of the strongest gains. Algebra I performance is another clear highlight, with results remaining above 90 percent for both years (97 percent in 2024 and 94 percent in 2025). Science and social studies also showed steady improvement, with 8th grade science rising from 80 percent to 84 percent and social studies holding above prior levels at 69 percent. MAP Growth scores show 7th grade reading exceeding growth expectations as well.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Student achievement at Leo Adams Middle School shows variation across grade levels and subjects, with some areas demonstrating stronger results than others.

Root Cause: Differences in outcomes are influenced by the unique needs and progress of each grade level and subject area, leading to variation in overall performance.

School Processes & Programs

School Processes & Programs Summary

Campus Administrative Team

- Focus on building capacity in new team Admin Team
- Professional development with a book study on *Dare to Lead*
- T-TESS grouped by content

Instructional Leadership Team

- ILT comprised of Department Leads, Grade Level Leads, Administrators, and Counselors
- Focused on Formative Assessment and student goal setting
- Professional development with a book study on *Dare to Lead*

PLCs

- Content focused department PLC's as well as grade level specific content PLCs that are data driven to collaborate on lesson planning, data analysis, and student academic needs.

Grade Level Teams

- Student focused teams separated based on grade levels and pods to support the age specific needs of our students.

Support Services:

- MTSS is used to address academic, behavioral, and social-emotional needs with tiered interventions to ensure that students receive the appropriate level of support.
- 504 plans are developed collaboratively with families and staff to support student success in both academic and behavioral settings and work to remove barriers to learning and promote equitable access to the curriculum.
- Within our special education program, we utilize collaboration between general education teachers, special education staff, and families to ensure IEP's provide individualized instruction and support based on student needs.
- Our teachers, administrators, and families partner with the behavior interventionists to support students in developing self-regulation, positive decision-making, and social-emotional skills.

Safety Nets:

- Extended Classroom Opportunity: Offered three times each quarter to provide students with an opportunity after school to work on assignments, get caught up, and get help from a teacher.
- Saturday School: Offered every Saturday from 8 a.m. to 12 p.m. to provide students with an opportunity to work on assignments and improve academically, and/or reflect on their disciplinary actions to improve behaviorally.
- Weekly Tutorials Options: Provided by each teacher to give students time before and after school to receive targeted support to achieve mastery within the content curriculum.

Behavior Framework Team: A team focused on supporting the campus through utilizing Emergent Tree tier 1 behavior strategies.

- Representatives from each grade level and content area.
- Annual and Quarterly staff training to provide teachers with interventions, tools, strategies.
- Team meetings once a month to take a pulse on the behavioral support needs of our teachers.

Student Events

- P.A.W. Day: P.A.W. = “Putting in All the Work” Occurs on the last day of each grading period, and is a day of structured activity to celebrate student successes during that Quarter.
- Club Lion: Quarterly After school student events/activities to promote community, fun, and engagement such as, dances, splash.

Professional Development:

- Campus wide professional development is ongoing and aligned to campus goals, with an emphasis on formative assessment, data analysis, and instructional strategies that support all learners. Training is delivered through staff meetings, PLCs, and embedded coaching opportunities, while also including campus-wide initiatives such as book studies and targeted learning walks.
- Monthly Tech Bytes with Instructional Technologist and Campus Tech Liaison: Professional Development opportunities throughout the year for teachers to sign up during their lunch to eat and learn new technology strategies, techniques, and programs that can enhance their teaching.
- Teacher-Led Professional Development opportunities throughout the year to encourage teachers to share their effective instructional strategies with others.

Goal Setting: Teachers guide students in setting academic goals and tracking their progress through formative assessments and reflections. This process empowers students to take ownership of their learning, understand where they are in relation to expectations, and identify next steps for growth.

School Processes & Programs Strengths

Our campus demonstrates a strong, collaborative infrastructure that prioritizes student success through well-defined leadership teams, targeted professional development, and data-

driven instructional practices. Support services, safety nets, and student engagement initiatives work cohesively to address academic, behavioral, and social-emotional needs, while teacher-led goal setting and ongoing professional growth ensure that all students are empowered to reach their full potential.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Meeting the diverse and changing needs of middle school students is complex, and ensuring that programming is responsive to those needs is an ongoing challenge.

Root Cause: Supporting middle school students is complex because they are growing academically, socially, and emotionally, and campus programs must adapt to meet those changing needs.

Perceptions

Perceptions Summary

Leo Adams Middle School Organizational Health Index (OHI) results show growth was observed in every category, reflecting steady progress across the board. Our campus continues to excel in communication, with staff consistently recognizing this as a strength. Our goal focus remains a priority, aligning with the district's OHI results and underscoring our shared commitment to improvement. It is also worth noting that resource utilization experienced the largest growth compared to the previous year, showing that we are making progress in how we use and align resources to meet campus needs. Adaptation emerged as the lowest area, pointing to a need to strengthen our ability to manage stress and maintain stability in the face of changing demands. Autonomy, while showing some improvement, was the second lowest area overall.

Parent survey results reflect perceptions of positive school climate and strong instructional practices. A majority of parents indicated that teachers hold and communicate high expectations for their child, with 83% responding positively. A majority of parents (85%) reported positively students and their teachers treat one another with respect at school. Families also reported that instruction challenges students to think critically and problem solve, with 78% positive responses, demonstrating confidence in the rigor of classroom learning. In terms of communication, 70% of parents agreed that they are kept informed about what their child is learning in school.

Safety also emerged as a strong point, with 83% of parents indicating that their child feels safe at school. Additionally, 73% of respondents affirmed that the campus has clearly defined behavioral expectations and that discipline is consistently and fairly enforced.

Student survey responses provide insight into school climate and students' sense of belonging. A majority of students, 72%, reported that they have not been bullied by other students during the school year, suggesting that most students experience a safe and supportive peer environment. When asked about belonging, 62% of students indicated that they feel like they are part of the school and that they belong.

Perceptions of respect varied more widely. Two-thirds of students (67%) reported that teachers and school staff treat students with respect, reflecting positively on adult-student relationships on campus. In contrast, only 33% of students felt that their peers consistently treat others who are different from them with respect, suggesting this is an area where further emphasis and intentional support are needed.

Perceptions Strengths

The OHI results reflect growth across every category, underscoring steady progress schoolwide. Communication continues to stand out as a campus strength, with staff consistently affirming it as an area of excellence. Goal focus also remains a priority, aligning well with district-level results, and resource utilization demonstrated the largest growth from the previous year, indicating improvement in how resources are being used and aligned to meet campus needs.

The parent survey further highlights several areas of strength. A large majority of parents (83%) reported that teachers hold and communicate high expectations for their child, and 78% affirmed that instruction challenges students to think critically and problem solve. Safety emerged as another strong point, with 83% of parents indicating their child feels safe at school. Parents also recognized the school's consistent approach to behavioral expectations, with 73% responding positively in this area.

The student survey adds additional insight into campus strengths. Most students (72%) reported they had not been bullied during the school year, suggesting that the majority feel safe and supported by peers. Belonging was also reflected positively, with 62% of students indicating they feel like they are part of the school community. Additionally, 67% of students agreed that teachers and staff treat students with respect.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Perception data shows that respect is experienced inconsistently, with parents and staff reporting strong levels of adult-student respect while students report much lower levels of respect among peers.

Root Cause: Students may lack a clear understanding of what respect looks like in daily interactions or the social-emotional skills needed to consistently demonstrate respectful behavior toward one another.

Priority Problem Statements

Problem Statement 1: The wide range of student backgrounds and experiences at Leo Adams Middle School enriches our learning environment and calls for thoughtful coordination of resources, supports, and instructional practices to meet diverse needs.

Root Cause 1: Leo Adams Middle School serves a richly diverse student body, which presents an opportunity for the campus to thoughtfully support a broad spectrum of academic, behavioral, and social-emotional needs.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Student achievement at Leo Adams Middle School shows variation across grade levels and subjects, with some areas demonstrating stronger results than others.

Root Cause 2: Differences in outcomes are influenced by the unique needs and progress of each grade level and subject area, leading to variation in overall performance.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Meeting the diverse and changing needs of middle school students is complex, and ensuring that programming is responsive to those needs is an ongoing challenge.

Root Cause 3: Supporting middle school students is complex because they are growing academically, socially, and emotionally, and campus programs must adapt to meet those changing needs.

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: Perception data shows that respect is experienced inconsistently, with parents and staff reporting strong levels of adult-student respect while students report much lower levels of respect among peers.

Root Cause 4: Students may lack a clear understanding of what respect looks like in daily interactions or the social-emotional skills needed to consistently demonstrate respectful behavior toward one another.

Problem Statement 4 Areas: Perceptions

Goals

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

Performance Objective 1: Literacy

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

Strategy 1 Details	Reviews			
Strategy 1: Analysis of student formative assessment data in PLCs to identify gaps coupled with professional development on targeted content literacy strategies, instructional strategies, and the NISD Instructional Framework based on data analysis and content. Strategy's Expected Result/Impact: Including formative assessment data in PLC data dives will provide teachers with more specific literacy achievement data for targeted interventions. Professional development in PLCs on instructional strategies regarding content literacy with increase teacher capacity for helping students reach grade-level standards. Staff Responsible for Monitoring: Administrators and PLC Leads Problem Statements: Student Learning 1	Formative			Summative
	Nov	Jan	Mar	May
No Progress Accomplished Continue/Modify Discontinue				

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: Student achievement at Leo Adams Middle School shows variation across grade levels and subjects, with some areas demonstrating stronger results than others. Root Cause: Differences in outcomes are influenced by the unique needs and progress of each grade level and subject area, leading to variation in overall performance.

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			
Strategy 1: All teachers will participate in a year long goal setting process with their students within their subject to help students create a goal to achieve one year's growth. Teachers will review student data from Common Formative Assessments, CBAs, Benchmarks, and MAP with their students regularly so students regularly reflect on their progress. Strategy's Expected Result/Impact: Teachers will have a better and more timely understanding of students' mastery of content based on formative assessments allowing them intervene with struggling students earlier. Students will have a chance to reflect on how their progress towards a year's growth and take agency in their learning by identifying their strengths and areas for growth. Staff Responsible for Monitoring: Administrators and Department Leads Problem Statements: Student Learning 1		Formative			Summative
		Nov	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue					

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 1: Student achievement at Leo Adams Middle School shows variation across grade levels and subjects, with some areas demonstrating stronger results than others. Root Cause: Differences in outcomes are influenced by the unique needs and progress of each grade level and subject area, leading to variation in overall performance.

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			
Strategy 1: Provide lessons for students attempting high school credit courses that help them understand the importance of earning credits for graduation, how the courses they are taking fit into high school graduation plans, and how high school credit courses may affect GPA and post secondary opportunities. Strategy's Expected Result/Impact: Students taking high school credit courses in middle school will understand how they are different from middle school courses and will be more prepared for understanding course selection and graduation plans when they enter high school. Staff Responsible for Monitoring: Administrators, Counselors, and Teachers Problem Statements: Demographics 1	Formative			Summative
	Nov	Jan	Mar	May
No Progress Accomplished Continue/Modify Discontinue				

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 1: The wide range of student backgrounds and experiences at Leo Adams Middle School enriches our learning environment and calls for thoughtful coordination of resources, supports, and instructional practices to meet diverse needs. Root Cause: Leo Adams Middle School serves a richly diverse student body, which presents an opportunity for the campus to thoughtfully support a broad spectrum of academic, behavioral, and social-emotional needs.

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			
Strategy 1: Leo Adams hiring committees will engage in welcoming, transparent, and rigorous hiring practices that model Leo Adams culture and expectations for potential employees and ensure that hiring committees search for and choose high-quality staff who align with Leo Adams and NISD expectations. Strategy's Expected Result/Impact: New hires will have a feel for the Adams learning community increasing their job satisfaction and retention. Staff Responsible for Monitoring: Administrators Problem Statements: Demographics 1		Formative			Summative
		Nov	Jan	Mar	May
No Progress Accomplished Continue/Modify Discontinue					

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: The wide range of student backgrounds and experiences at Leo Adams Middle School enriches our learning environment and calls for thoughtful coordination of resources, supports, and instructional practices to meet diverse needs. Root Cause: Leo Adams Middle School serves a richly diverse student body, which presents an opportunity for the campus to thoughtfully support a broad spectrum of academic, behavioral, and social-emotional needs.

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			
Strategy 1: Evaluators will use a coaching model to help staff identify a development goal and provide frequent observations and feedback meetings targeted to support staff growth on their identified goal. Strategy's Expected Result/Impact: Decreased time in feedback cycle, increased support through regular meetings with their evaluator, and the building of a relationship of coaching, support, and empowerment between evaluators and staff. Staff Responsible for Monitoring: Administrators Problem Statements: Student Learning 1	Formative			Summative
	Nov	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 1: Student achievement at Leo Adams Middle School shows variation across grade levels and subjects, with some areas demonstrating stronger results than others. Root Cause: Differences in outcomes are influenced by the unique needs and progress of each grade level and subject area, leading to variation in overall performance.

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			
Strategy 1: Recruit and encourage all staff to participate in campus-committees and campus leadership opportunities to provide them with the opportunity to provide input on initiative and procedures and support growth and leadership opportunities for the staff. Annually review committee and leadership team participation to ensure all staff have an opportunity to participate in a variety of leadership opportunities. Strategy's Expected Result/Impact: Staff will feel a sense of ownership in the campus culture and decision making process increasing staff buy-in and retention. Reviewing participation will ensure that all staff have an opportunity to provide input and build leadership capacity. Staff Responsible for Monitoring: Administrators, Committee Members, Teacher Leaders Problem Statements: School Processes & Programs 1	Formative			Summative
	Nov	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 3 Problem Statements:

School Processes & Programs
Problem Statement 1: Meeting the diverse and changing needs of middle school students is complex, and ensuring that programming is responsive to those needs is an ongoing challenge. Root Cause: Supporting middle school students is complex because they are growing academically, socially, and emotionally, and campus programs must adapt to meet those changing needs.

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			
Strategy 1: Partner with PTSA to plan and pilot a community wide evening event to host students, staff, families, and community members for a family movie night where the community can come together to enjoy a movie on the lawn, participate in fun activities, and provide opportunities for open dialogue, networking, and partnerships in a creative and relaxed setting. Strategy's Expected Result/Impact: This will provide and opportunity for our staff and students to meet with family and community in a setting that is conducive to creative and spontaneous dialogue leading to otherwise lost opportunities for partnerships and engagement. Staff Responsible for Monitoring: Campus Principal Problem Statements: Demographics 1 - School Processes & Programs 1	Formative			Summative
	Nov	Jan	Mar	May
No Progress Accomplished Continue/Modify Discontinue				

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: The wide range of student backgrounds and experiences at Leo Adams Middle School enriches our learning environment and calls for thoughtful coordination of resources, supports, and instructional practices to meet diverse needs. Root Cause: Leo Adams Middle School serves a richly diverse student body, which presents an opportunity for the campus to thoughtfully support a broad spectrum of academic, behavioral, and social-emotional needs.
School Processes & Programs
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Goal 3: Northwest ISD will foster a safe environment and a culture of engagement that values the voices of all students, staff, families, and community members.

Performance Objective 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			
Strategy 1: Increase our students' understanding of our core value of respect and build students' skills in demonstrating respect behaviors towards one another through explicit instruction on respect by all teachers in all contents. Strategy's Expected Result/Impact: We will increase the percentage of students who strongly agree or agree with the statement, "At my school, students treat others who are different than them with respect." Staff Responsible for Monitoring: Administrators and Teachers Problem Statements: Perceptions 1	Formative			Summative
	Nov	Jan	Mar	May
No Progress Accomplished Continue/Modify Discontinue				

Performance Objective 2 Problem Statements:

Perceptions
Problem Statement 1: Perception data shows that respect is experienced inconsistently, with parents and staff reporting strong levels of adult-student respect while students report much lower levels of respect among peers. Root Cause: Students may lack a clear understanding of what respect looks like in daily interactions or the social-emotional skills needed to consistently demonstrate respectful behavior toward one another.

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			
Strategy 1: The behavior framework team will provide ongoing professional development regarding acknowledgements and feedback, tracking acknowledgments, and teacher self assessment on acknowledgement and corrections. The behavior framework team will review walkthrough data and teacher self assessment data to determine next steps and professional development opportunities to increase acknowledgments and support acknowledgments of respectful behavior. Strategy's Expected Result/Impact: The number of acknowledgments observed on campus will increase. Staff Responsible for Monitoring: Campus Behavior Coordinator, Behavior Framework Team, Administrators Problem Statements: School Processes & Programs 1 - Perceptions 1	Formative			Summative
	Nov	Jan	Mar	May
No Progress Accomplished Continue/Modify Discontinue				

Performance Objective 3 Problem Statements:

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Northwest Independent School District

Chisholm Trail Middle School

2025-2026 Campus Improvement Plan

Accountability Rating: Targeted Support and Improvement (TSI)



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.

Chisholm Trail Middle School Mission

At Chisholm Trail Middle School, we strive to:

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

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Comprehensive Needs Assessment

Demographics

Demographics Summary

White	Hispanic	African American	2 or More Races	Asian	Economically Disadvantaged	Special Education	504	Dyslexia	GT	EL	At-Risk	RTI	Homeless
43%	38%	10%	3.9%	4%	44%	25%	10%	17.7%	9%	20%	60%	22%	0

Our school has observed a notable increase in the number of Emerging Bilingual students, which reflects the growing diversity within our student body. This trend presents us with an opportunity to enhance our language support programs and ensure that these students receive the necessary resources to succeed academically. Concurrently, we have seen a decrease in the number of economically disadvantaged students, which may indicate improvements in the economic conditions of our community or the effectiveness of our support systems in place.

Additionally, the proportion of students requiring special education services has risen to nearly one-quarter of our total population. This underscores the importance of continuing to develop and implement inclusive educational practices and ensuring that our staff is equipped with the skills and resources to meet the diverse needs of these students.

Moreover, the percentage of students identified as at-risk has increased to almost 60%. This significant figure highlights the critical need for targeted interventions and support systems to address the challenges these students face. It is imperative that we work collaboratively to provide a nurturing and supportive environment that fosters resilience and academic success for all our students.

The increase in school disciplinary incidents compared to last year is a matter of concern that we are actively addressing. This rise may be attributed to our growing student population, which naturally brings a wider range of behaviors and challenges. Additionally, with the addition of three full-time assistant principals, there is a more robust system in place for identifying and reporting incidents, which may contribute to the higher numbers. We are committed to maintaining a safe and conducive learning environment and are working on strategies to manage and reduce these incidents effectively.

The increase in attendance during the 2024-25 school year is a positive indicator of our students' commitment to their education and the effectiveness of our engagement strategies. This improvement reflects the concerted efforts of our staff to create a welcoming and supportive learning environment, as well as the active involvement of parents and guardians in prioritizing regular school attendance. By fostering a culture that values education and addressing barriers to attendance, we have been able to enhance student participation and, consequently, their academic success.

Demographics Strengths

Our school has made significant strides in improving discipline, as evidenced by the increase in overall discipline while simultaneously witnessing a decrease in the severity of incidents from the previous academic year. This positive trend can be attributed to the proactive measures we have implemented, such as ensuring that teachers are present in the halls during passing periods. Their presence not only deters potential issues but also fosters a sense of security and order among students. Additionally, the involvement of coaches in the locker rooms has been instrumental in maintaining a respectful and disciplined environment, further contributing to the reduction in severe incidents.

Moreover, the collaborative efforts of our School Resource Officer (SRO), Assistant Principals, and myself in conducting regular walks during lunch periods have been crucial in maintaining discipline. By actively clearing the halls and bathrooms and guiding students to the lunchroom, we have been able to minimize opportunities for misconduct and ensure that students are where they need to be. This hands-on approach not only reinforces our commitment to a safe and orderly school environment but also allows us to engage with students positively, promoting a culture of respect and responsibility.

In the 2024-25 school year, we observed a notable increase in student attendance, a testament to our commitment to fostering a culture of accountability and recognition. The implementation of the RaWee system has been instrumental in this achievement, providing us with a robust tool to efficiently track attendance and manage communication through letters and contracts. This system has streamlined our processes, allowing us to address attendance issues promptly and effectively.

Our Assistant Principals have played a crucial role in this success by collaborating closely with the attendance counselor to ensure that truancy cases are handled with the seriousness they deserve. By filing truancy on students when necessary, we have reinforced the importance of regular attendance and its impact on academic success.

Additionally, our initiative to honor students with perfect attendance at the quarterly awards has created a positive incentive for students to prioritize their presence in school. This recognition not only celebrates their commitment but also encourages their peers to strive for similar achievements, thereby cultivating a school-wide culture of dedication and perseverance.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): CTMS is experiencing an increase in discipline incidents, highlighting the need for consistent, proactive behavior supports.

Root Cause: A significant number of teachers are new to CTMS and are still developing and aligning classroom management practices and behavioral support strategies.

Problem Statement 2 (Prioritized): CTMS is serving a growing number of students with complex academic, social, and behavioral needs compared to previous years.

Root Cause: Over the past five years, CTMS has welcomed an increasingly diverse student population, including more emergent bilingual learners and students receiving special education services, requiring more targeted instruction, differentiation, and support strategies.

Student Learning

Student Learning Summary

Grade Level & Test	2024 6th Grade Reading	2025 6th Grade Reading	2024 6th Grade Math	2025 6th Grade Math	2024 7th Grade Reading	2025 7th Grade Reading	2024 7th Grade Math	2025 7th Grade Math
% Approaches and higher	69%	79%	59%	73%	64%	78%	38%	47%

I am pleased to report that our STAAR scores have shown remarkable improvement in reading and math for our 6th and 7th-grade students. This exponential increase is a testament to the hard work and dedication of both our students and teachers, who have embraced innovative teaching methods and rigorous academic standards to achieve these outstanding results.

Grade Level & Test	2024 8th Grade Reading	2025 8th Grade Reading	2024 8th Grade Math	2025 8th Grade Math	2024 8th Grade Science	2025 8th Grade Science	2024 8th Grade SS	2025 8th Grade SS	2024 8th Grade Alg. I	2025 8th Grade Alg. I
% Approaches and higher	80%	77%	67%	66%	68%	69%	53%	52%	98%	100%

While our 8th-grade STAAR scores experienced a slight decline, it is important to note that the class has demonstrated overall growth compared to their performance in the previous year. This indicates that, despite the minor setback, our students are continuing to develop their skills and knowledge, preparing them for future academic challenges. We remain committed to providing the necessary support and resources to ensure their continued success.

Over the years, we have observed a concerning trend in our social studies scores, which have shown a decline. This indicates a need for us to reassess our curriculum and teaching strategies in this subject to better engage our students and enhance their understanding and retention of the material.

In contrast, our science scores have remained consistent, which is reassuring. Notably, our 8th-grade students have shown improvement in this area, suggesting that the instructional methods and resources we are employing at this grade level are effective. This improvement in 8th-grade science is a positive development and could serve as a model for other grades and subjects.

Consistently, our algebra teacher has a high pass rate for his class. This year 98% of students were approaches or higher.

	6 Expected Growth	6 Observed Growth	7 Expected Growth	7 Observed Growth	8 Expected Growth	8 Observed Growth
Reading	6.5 RIT Growth	5 RIT Growth	5.5 RIT Growth	3 RIT Growth	5 RIT Growth	7 RIT Growth
Math	9.5 RIT Growth	8 RIT Growth	7.5 RIT Growth	6 RIT Growth	6.3 RIT Growth	7 RIT Growth
Science	N/A	N/A	N/A	N/A	4.5 RIT Growth	7 RIT Growth

Upon reviewing the EOY ELA MAP scores from 2024 to 2025, it is evident that there has been significant progress across the board. In 2024, our 6th-grade students were expected to achieve a growth of 6 RIT units, yet they did not demonstrate any growth. However, in 2025, while the target was slightly increased to 6.5 units, the students achieved a commendable 5 units of growth. This improvement, although slightly below the target, marks a substantial advancement from the previous year.

The 7th-grade cohort also showed notable progress. In 2024, they were anticipated to grow by 5 RIT units but only managed to achieve 1 unit. In 2025, the same target was set, and the students achieved 3 units of growth. This is particularly significant given that this group had not shown any growth the previous year, indicating a positive trend in their learning trajectory.

Our 8th-grade students demonstrated remarkable improvement. In 2024, they were expected to grow by 4.5 RIT units but only achieved 1 unit. In 2025, the target was set at 5 units, and they exceeded expectations by achieving 7 units of growth. This substantial increase highlights the effectiveness of our instructional strategies and the dedication of both students and educators in overcoming previous challenges.

Upon reviewing our math MAP data, in 2024, our 6th-grade cohort was projected to achieve a growth of 9.5 RIT units but managed to attain 7. This shortfall prompted us to reassess our instructional strategies and support systems. By 2025, the 6th grade showed improvement, achieving 8 RIT units, which, while still below the target, marked a positive increase of 1 unit from the previous year. This progress reflects our ongoing efforts to enhance student learning outcomes through targeted interventions and curriculum adjustments.

The 7th-grade students in 2024 were projected to grow by 7.5 RIT units but only achieved 3, indicating a significant gap between expectations and actual performance. In response, we implemented strategic measures to address the learning needs of these students. By 2025, the 7th grade demonstrated remarkable improvement, attaining 6 RIT units, an increase of 3 units from the prior year. This substantial growth underscores the effectiveness of our tailored educational approaches and the dedication of our teaching staff.

In 2024, the 8th-grade cohort was projected to achieve 6 RIT units of growth and attained 5, slightly below the target. However, in 2025, the same grade level exceeded expectations by achieving 7 RIT units. Notably, this cohort, as 7th graders the previous year, had only attained 3 RIT units of growth, making their subsequent achievement of 7 RIT units particularly commendable. This significant improvement highlights the resilience and adaptability of our students and the impact of our continuous efforts to foster an environment conducive to academic excellence.

In reviewing our science MAP data, in 2024, the 8th graders had a projected growth of 4.5 and an observed growth of 5 RIT units. In 2025, the 8th graders had a projected growth of 4.5 and an observed growth of 7 RIT units which exceeded expectations. Science STAAR was the only test in 8th grade which exceeded the score the year before which was done with a brand new curriculum implementation.

Student Growth Summary Report

Aggregate by School

Term: Spring 2023-2024
District: Northwest ISD

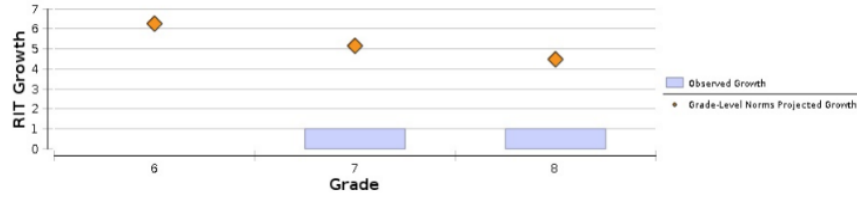
Norms Reference Data: 2020 and User Norms¹
Growth Comparison Period: Fall 2023 - Spring 2024
Weeks of Instruction: Start - 0 (Fall 2023)
End - 32 (Spring 2024)
Grouping: None
Small Group Display: No

Chisholm Trail Middle School

Language Arts:
Reading

Grade (Spring 2024)		Total Number of Growth Events ²	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	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	15.9	50	218.4	15.1	34	1	0.6	4.5	-1.42	8	244	99	37	34		

Language Arts: Reading



Student Growth Summary Report

Aggregate by School

Term: Spring 2023-2024
District: Northwest ISD

Norms Reference Data: 2020 and User Norms¹
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 ²	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			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		
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	15.9	50	218.4	15.1	34	1	0.6	4.5	-1.42	8	244	90	37	34	

Language Arts: Reading





Student Growth Summary Report

Aggregate by School

Term: Spring 2024-2025
District: Northwest ISD

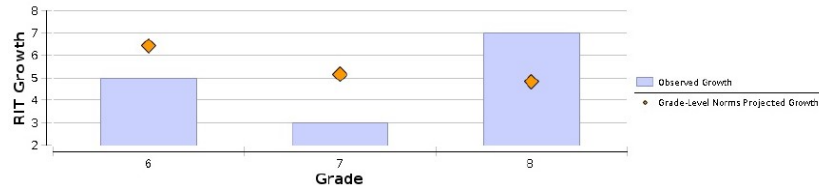
Norms Reference Data: 2020 and User Norms¹
Growth Comparison Period: Fall 2024 - Spring 2025
Weeks of Instruction: Start - 0 (Fall 2024)
End - 32 (Spring 2025)
Grouping: None
Small Group Display: No

Chisholm Trail Middle School

Language Arts:
Reading

Grade (Spring 2025)	Total Number of Growth Events [‡]	Comparison Periods						Growth Evaluated Against									
		Fall 2024			Spring 2025			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 Growth	Student Conditional Growth Percentile
6	253	208.7	15.3	48	213.4	14.8	39	5	0.6	6.4	-0.87	19	253	121	48	44	
7	298	211.9	14.5	43	214.7	15.8	30	3	0.5	5.2	-1.19	12	298	127	43	40	
8	235	211.7	17.8	24	218.8	15.9	36	7	0.6	4.8	1.00	84	235	147	63	62	

Language Arts: Reading



Explanatory Notes

¹User norms are based on the group of students who have taken the test in the selected subject and course. These results are not comparable to results based on nationally representative norms.

²Summaries for groups of fewer than 10 students are not shown, as the sample size may be too small for acceptable statistical reliability.

³Calculations not provided because students have no MAP results in at least one of the terms. The Growth Count is zero.

[‡]Growth Count provided reflects students with MAP results in both the Start and End terms. Observed Growth calculation is based on that student data.

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nwea



Student Growth Summary Report

Aggregate by School

Term: Spring 2024-2025
District: Northwest ISD

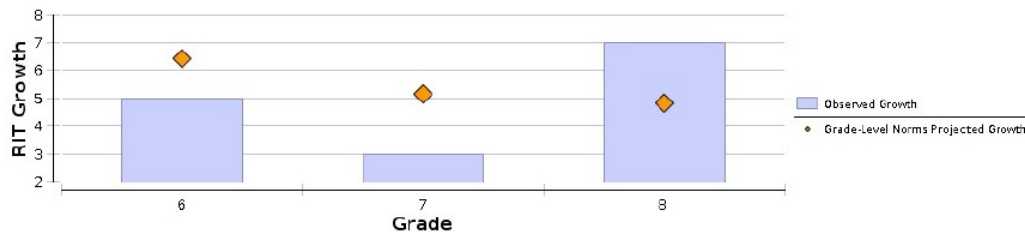
Norms Reference Data: 2020 and User Norms¹
Growth Comparison Period: Fall 2024 - Spring 2025
Weeks of Instruction: Start - 0 (Fall 2024)
End - 32 (Spring 2025)
Grouping: None
Small Group Display: No

Chisholm Trail Middle School

Language Arts:
Reading

		Comparison Periods						Growth Evaluated Against											
		Fall 2024			Spring 2025			Growth		Grade-Level Norms					Student Norms				
Grade (Spring 2025)	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	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile			
		253	208.7	15.3	48	213.4	14.8	39	5	0.6	6.4	-0.87	19	253	121	48	44		
		298	211.9	14.5	43	214.7	15.8	30	3	0.5	5.2	-1.19	12	298	127	43	40		
		235	211.7	17.8	24	218.8	15.9	36	7	0.6	4.8	1.00	84	235	147	63	62		

Language Arts: Reading



Explanatory Notes

¹User norms are based on the group of students who have taken the test in the selected subject and course. These results are not comparable to results based on nationally representative norms.

^{**}Summaries for groups of fewer than 10 students are not shown, as the sample size may be too small for acceptable statistical reliability.

^{††}Calculations not provided because students have no MAP results in at least one of the terms. The Growth Count is zero.

[‡]Growth Count provided reflects students with MAP results in both the Start and End terms. Observed Growth calculation is based on that student data.

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Student Growth Summary Report

Aggregate by School

Term: Spring 2023-2024
District: Northwest ISD

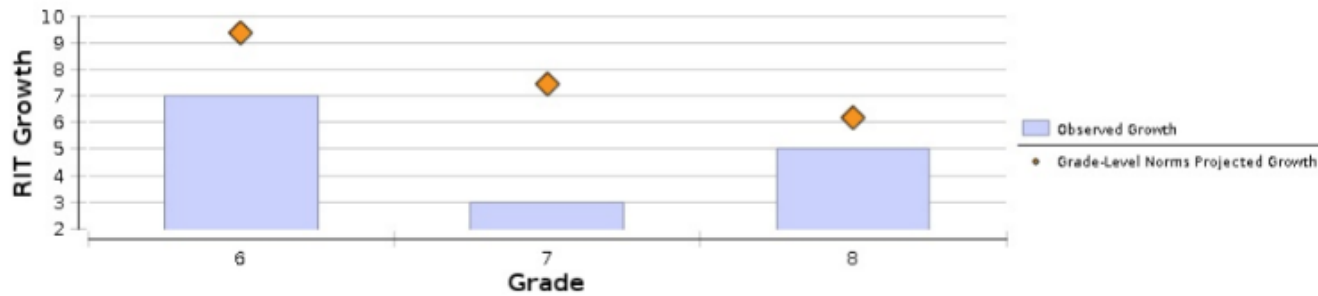
Norms Reference Data: 2020 and User Norms¹.
Growth Comparison Period: Fall 2023 - Spring 2024
Weeks of Instruction: Start - 0 (Fall 2023)
End - 32 (Spring 2024)
Grouping: None
Small Group Display: No

Chisholm Trail Middle School

Math: Math K-12

		Comparison Periods							Growth Evaluated Against									
		Fall 2023			Spring 2024			Growth		Grade-Level Norms			Student Norms					
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	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





Student Growth Summary Report

Aggregate by School

Term: Spring 2024-2025
District: Northwest ISD

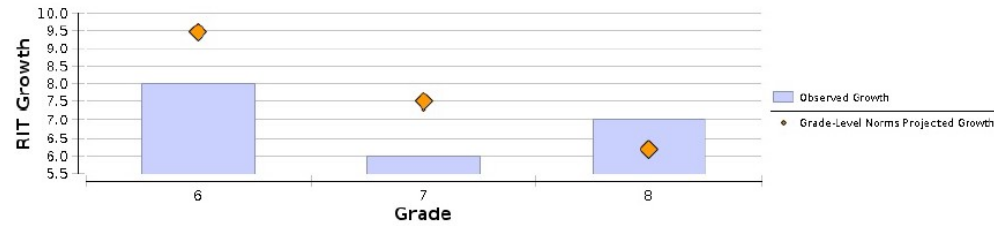
Norms Reference Data: 2020 and User Norms¹.
Growth Comparison Period: Fall 2024 - Spring 2025
Weeks of Instruction: Start - 0 (Fall 2024)
End - 32 (Spring 2025)
Grouping: None
Small Group Display: No

Chisholm Trail Middle School

Math: Math K-12

Grade (Spring 2025)		Total Number of Growth Events†		Comparison Periods						Growth Evaluated Against							
				Fall 2024			Spring 2025			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
6	273	214.4	14.4	55	221.9	16.3	45	8	0.5	9.5	-0.77	22	273	123	45	42	
7	295	218.6	14.4	47	224.5	16.5	40	6	0.4	7.5	-0.68	25	295	127	43	41	
8	172	217.6	14.3	25	224.6	16.8	29	7	0.7	6.2	0.29	62	172	95	55	52	

Math: Math K-12



Explanatory Notes

¹User norms are based on the group of students who have taken the test in the selected subject and course. These results are not comparable to results based on nationally representative norms.
^{*}Summaries for groups of fewer than 10 students are not shown, as the sample size may be too small for acceptable statistical reliability.
^{**}Calculations not provided because students have no MAP results in at least one of the terms. The Growth Count is zero.
[‡]Growth Count provided reflects students with MAP results in both the Start and End terms. Observed Growth calculation is based on that student data.

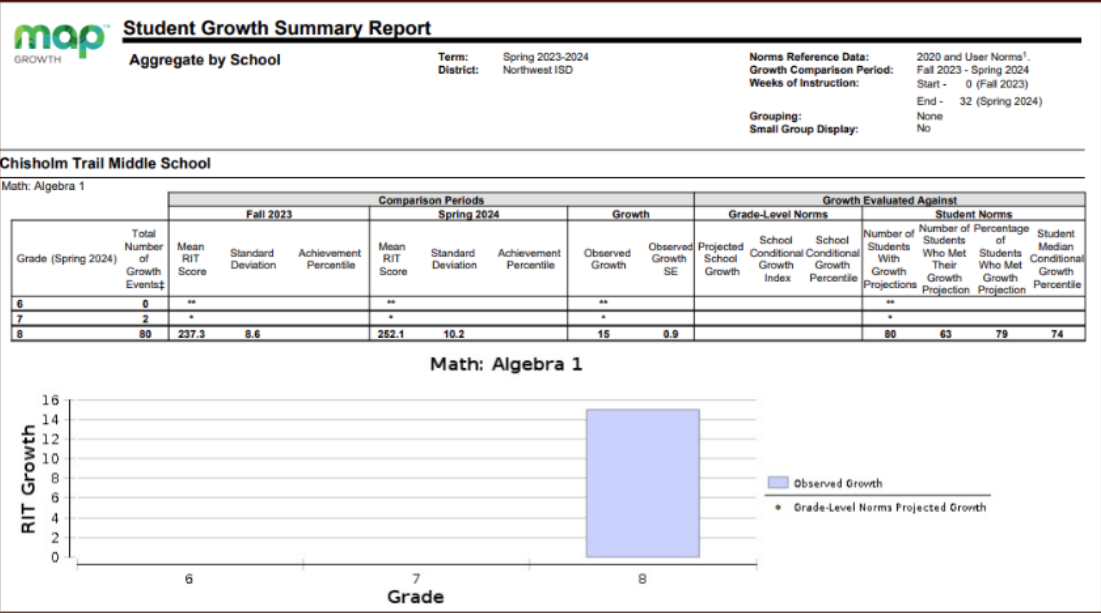
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Student Learning Strengths

NWEA MAP Achievement and Growth - Algebra





Student Growth Summary Report

Aggregate by School

Term: Spring 2024-2025
District: Northwest ISD

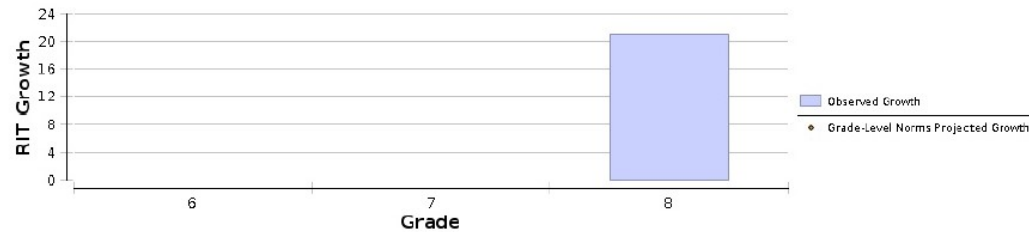
Norms Reference Data: 2020 and User Norms¹
Growth Comparison Period: Fall 2024 - Spring 2025
Weeks of Instruction: Start - 0 (Fall 2024)
End - 32 (Spring 2025)
Grouping: None
Small Group Display: No

Chisholm Trail Middle School

Math: Algebra 1

Grade (Spring 2025)	Total Number of Growth Events [‡]	Fall 2024			Comparison Periods Spring 2025			Growth		Growth Evaluated Against				
		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	Student Norms Number of Students Who Met Their Growth Projection
6	0	**			**			**					**	
7	1	+			+			+					+	
8	58	238.4	8.6		259.2	12.2		21	1.2				58	56 97 89

Math: Algebra 1



Explanatory Notes

¹User norms are based on the group of students who have taken the test in the selected subject and course. These results are not comparable to results based on nationally representative norms.
²Summaries for groups of fewer than 10 students are not shown, as the sample size may be too small for acceptable statistical reliability.
³Calculations not provided because students have no MAP results in at least one of the terms. The Growth Count is zero.
[‡]Growth Count provided reflects students with MAP results in both the Start and End terms. Observed Growth calculation is based on that student data.

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Algebra has always been a strength a CTMS. In 2024, students had a RIT growth of 15, and all students passed the Algebra EOC. In 2025, students had a RIT growth of 20, and all but 1 passed the Algebra EOC. (The one student who did not pass refused to test.)

6th and 7th grades are showing growth in scores on STAAR reading and math. 8th grade is not showing growth on STAAR, but are showing an increase in reading and math according to STAAR. When you compare 8th grades STAAR scores to their scores as 7th graders, it shows remarkable improvement, which suggests that they are growing, but not showing growth in achievement.

NWEA MAP Achievement and Growth - Science



Student Growth Summary Report

Aggregate by School

Term: Spring 2023-2024
District: Northwest ISD

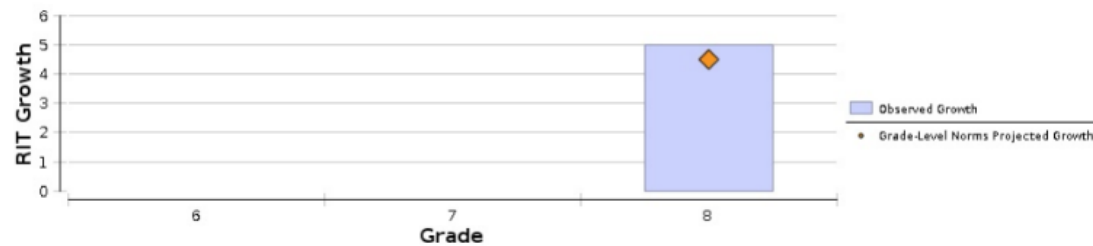
Norms Reference Data:	2020 and User Norms ¹ .
Growth Comparison Period:	Fall 2023 - Spring 2024
Weeks of Instruction:	Start - 0 (Fall 2023)
	End - 32 (Spring 2024)
Grouping:	None
Small Group Display:	No

Chisholm Trail Middle School

Science: Science K-12

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	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





Student Growth Summary Report

Aggregate by School

Term: Spring 2024-2025
District: Northwest ISD

Norms Reference Data: 2020 and User Norms¹.
Growth Comparison Period: Fall 2024 - Spring 2025
Weeks of Instruction: Start - 0 (Fall 2024)

End - 32 (Spring 2025)
Grouping: None
Small Group Display: No

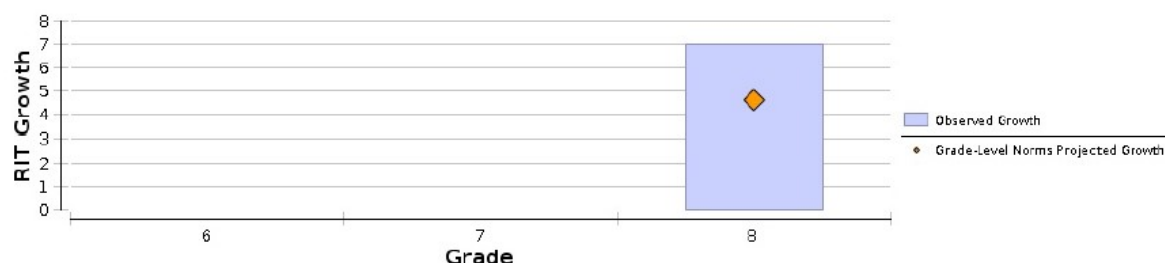
Chisholm Trail Middle School

Science: Science K-12

Source: Science K-12

		Comparison Periods							Growth Evaluated Against									
		Fall 2024			Spring 2025			Growth		Grade-Level Norms			Student Norms					
Grade (Spring 2025)	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	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile		
6	0	**			**			**					**					
7	0	**			**			**					**					
8	225	210.3	13.1	60	216.8	15.6	70	7	0.6	4.6	0.77	78	225	145	64	63		

Science: Science K-12



Explanatory Notes

¹User norms are based on the group of students who have taken the test in the selected subject and course. These results are not comparable to results based on nationally representative norms.

* Summaries for groups of fewer than 10 students are not shown, as the sample size may be too small for acceptable statistical reliability.

** Calculations not provided because students have no MAP results in at least one of the terms. The Growth Count is zero.

[‡]Growth Count provided reflects students with MAP results in both the Start and End terms. Observed Growth calculation is based on that student data.

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In 2024, the 8th graders had a projected growth of 4.5 and an observed growth of 5 RIT units. In 2025, the 8th graders had a projected growth of 4.5 and an observed growth of 7 RIT units which exceeded expectations. Science STAAR was the only test in 8th grade which exceeded the score the year before which was done with a brand new curriculum implementation.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Overall, academic achievement is low because prior to this year, growth was low.

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

School Processes & Programs

School Processes & Programs Summary

In 2023-24, teachers had the scope and sequence from the district; however, they considered it to be inaccessible to students so they deviated from the curriculum rather than scaffolding. Teachers had PLC times to meet, but many times were not meeting. In the 2024-25, school year, our school goal centered around literacy and instructional coaches were brought in to teach strategies to teachers. Instructional coaches were part of PLC's, and PLC's met weekly with agendas. Lesson plans were required of all teachers, and the workshop model was embedded into the lesson plan. Emphasis was placed on reading and writing across the curriculum as well as utilizing higher level questions.

Professional development centered around the campus improvement plan and the strategies to support the school goal. Teachers were trained in annotation, higher level questioning, academic discussions, and using journals in their content area. Another emphasis was on strategies for classroom management and behavior and teachers were trained on Emergent Tree strategies.

Decision-making was shared among teams. The admin team made many of the decisions, specifically professional development. The Leadership Team made decisions about Open House and PLC agendas. Teachers met in committees and made decisions about PAW Day, recognizing teachers and students, and school celebrations. The mission, vision, and goal went through all the teams to include teachers and students before being adopted.

Communication was streamlined. One of our department chairs took over much of the communication for Twitter, Facebook, and Instagram and would post student pictures, events, and advertise events through these platforms. The principal sent out a newsletter from Parent Square weekly to parents on Friday and to the faculty on Sunday. Other communication that was needed was sent to parents via Parent Square and to the faculty through e-mail.

Students who did not pass STAAR or were on Tier 2 were placed in advisories to help teach them skills that were missing. Special education students struggling in reading or math were placed with a specific teacher 3 times a week to work on skills.

Our band, choir, and orchestra have multiple levels of classes in order to challenge students. They all took home top scores (1's) this year from competition and UIL. Although we won the one act play last year in drama, we did not win this year. However, our cast took home multiple awards. This year our drama teacher put on her first musical which was sold out the first night.

We have strong coaches who are teaching beginning skills to our our athletes. We offer football, volleyball, cheerleading, cross country, tennis, basketball, wrestling, track, and soccer. Our school tries to keep as many athletes as they can on teams. Many of our students do not have skills as they have not been on teams before.

Our students are one-to-one on Chromebooks. Teachers attend lunch and learns to learn technology skills. Teachers new to the district are required to take a Technology 101 course the first year they come into the district. Within three years, they must take a second course in technology that teaches them additional skills.

School Processes & Programs Strengths

Chisholm Trail Middle School Fine Arts Highlights

Chisholm Trail Middle School is proud to offer a thriving Fine Arts program that includes **Orchestra, Band, Choir, Theatre, and Art**. Our programs continue to grow, with student enrollment of **888 students**.

Community Engagement

Our Fine Arts students actively participate in community outreach, including our annual **Holiday Tour** to local elementary schools and an aging care facility. Events like **Breakfast with Santa** and performances at the **CTMS Veterans Program** also help connect our students with the broader community.

Awards & Recognitions

- **Solo & Ensemble Contest:** Students earned **200 Superior Ratings**, the highest distinction for individual performance on their instrument or voice.
- **UIL Competitions:** Five ensembles were awarded the coveted **Sweepstakes** honor, earning Superior Ratings in both stage performance and sight reading.
- **All-Region and All-District Honors:**
 - **4 Choir students** represented CTMS in the **All-Region Choir**.
 - **4 students** were selected for **All-District Band and Orchestra**.

Theatre

- Competed in **One Act Play**, receiving:
 - **All-Star Technician**
 - **2 All-Star Cast recognitions**
 - **1 Honorable Mention**
- Made CTMS history by producing the first-ever school musical, **Seussical the Musical**, with **109 cast members!**

Band

- Participated in multiple contests:
 - **Peak Music Contest:** 2 bands earned **Superior Ratings**.
 - **Epic Waters Contest:** 1 band received a **Superior Rating**.
- Regularly performed at **school pep assemblies** to boost school spirit.

Orchestra

- At the **Epic Waters Contest**, 4 ensembles earned **Superior Ratings** and were named **Best in Class**.
- Performances included **Breakfast with Santa** and the **Veterans Program** at CTMS.

Choir

- Earned **2 Superior Ratings** at both the **Epic Waters** and **NRH2O Competitions**, including **Best in Class** honors at NRH2O.
- Regular performances at **pep rallies** and **hallway concerts** enrich the school atmosphere throughout the year.

Art

- Participated in the **NISD Art Show**, where several students earned the **highest honors** for their outstanding artwork.

A Collaborative and Enriching Experience

At CTMS, many students are involved in multiple Fine Arts programs, allowing them to grow as well-rounded performers and artists. Through collaboration and dedication, they gain valuable experience in perfecting their talents and showcasing their hard work to both peers and the community.

We are incredibly proud of the achievements of our Fine Arts students and look forward to another successful year of creativity, passion, and excellence!

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): PLCs are at different levels. Some have protocols, are working well together and planning, and others struggling to define a core purpose for meeting.

Root Cause: Last year was the first year that the expectation was for all teachers to meet in PLCs weekly. The Leadership Team is still working on a shared vision of what a PLC entails.

Perceptions

Perceptions Summary

On our OHI, our lowest score was autonomy at 33. This was actually an improvement from the year before. We plan to meet as an Admin Team and plan our Leadership Team Meetings to be more collaborative and facilitate more decision-making for the school through the Leadership Team. We also want the Leadership Team to take more responsibility for their PLC's. Our highest score was our goal at 90. Everyone knew what the goal was and what we were working towards. Communication was also high.

We held meetings with our parents, students, and teachers to receive feedback on our Campus Improvement Plan. Parents wanted more community events. Students wanted more communication via Instagram as well as Tweets from students on X. Teachers needed more training on rigor and the Rigor Rubric from ICLE. New teachers requested more formatted New Teacher Meetings to meet the needs of upcoming requirements, such as midterms, nine week grades, and semester grades. Feedback was positive for the Mission, Vision, and Goals of the School.

Teacher retention was high. There were four teachers that were non-renewed, a teacher that decided to work at home because of her young child, a teacher who was moving because she was getting married, and a teacher that was promoted to a district curriculum specialist.

Perceptions Strengths

At Chisholm Trail Middle School, our Organizational Health Index (OHI) revealed a remarkable achievement with our goal score reaching 90. This accomplishment underscores the clarity and shared understanding of our objectives among all stakeholders. It is evident that everyone within our school community was well-informed and aligned with the goals we were striving to achieve, which is a testament to our effective communication strategies.

The feedback we received from parents, students, and teachers regarding our Mission, Vision, and Goals was overwhelmingly positive. This reflects a strong alignment and shared commitment to our school's core values and future direction. It is gratifying to see that our community not only understands but also supports the foundational principles that guide our educational endeavors.

Our high teacher retention rate is another significant strength, indicating a supportive and collaborative environment at Chisholm Trail Middle School. Teachers have expressed feeling supported by their colleagues and the administration, fostering a sense of belonging and community. This supportive atmosphere is crucial in maintaining a stable and motivated teaching staff, which directly contributes to the overall success and continuity of our educational programs.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: On our OHI, our lowest score was autonomy at 33.

Root Cause: There was new administration this year, and the focus was ensuring that there was a goal for the school community to work towards and that everyone attended PLCs weekly. The autonomy was sacrificed to ensure student growth and district expectations.

Priority Problem Statements

Problem Statement 1: Overall, academic achievement is low because prior to this year, growth was 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: CTMS is serving a growing number of students with complex academic, social, and behavioral needs compared to previous years.

Root Cause 2: Over the past five years, CTMS has welcomed an increasingly diverse student population, including more emergent bilingual learners and students receiving special education services, requiring more targeted instruction, differentiation, and support strategies.

Problem Statement 2 Areas: Demographics

Problem Statement 3: PLCs are at different levels. Some have protocols, are working well together and planning, and others struggling to define a core purpose for meeting.

Root Cause 3: Last year was the first year that the expectation was for all teachers to meet in PLCs weekly. The Leadership Team is still working on a shared vision of what a PLC entails.

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: CTMS is experiencing an increase in discipline incidents, highlighting the need for consistent, proactive behavior supports.

Root Cause 4: A significant number of teachers are new to CTMS and are still developing and aligning classroom management practices and behavioral support strategies.

Problem Statement 4 Areas: Demographics

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: CTMS will utilize BOY, MOY, and EOY MAP Data in order to track students' literacy proficiency.

Strategy 1 Details	Reviews			
Strategy 1: 100 % of students will Read to Succeed or R2S (Silent Reading) during Advisory. Strategy's Expected Result/Impact: Increase students' reading level. Staff Responsible for Monitoring: Advisory teachers and Evett. Title I: 2.51 - Targeted Support Strategy Problem Statements: Student Learning 1	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Students will annotate text in all academic areas in order to create connections, summarize, find key ideas, and question. Strategy's Expected Result/Impact: Students will interact with text creating more meaning and aiding in comprehension. Staff Responsible for Monitoring: Administrative Team Title I: 2.51 - Targeted Support Strategy Problem Statements: Student Learning 1	Formative			Summative
	Nov	Jan	Mar	May

Strategy 3 Details	Reviews			
Strategy 3: Students will utilize journals for writing in order to summarize, define vocabulary, write to process, reflect, or justify. Strategy's Expected Result/Impact: Students will increase their vocabulary, ability to summarize, and ability to write and support writing with evidence. Staff Responsible for Monitoring: Administrative Team Title I: 2.51 - Targeted Support Strategy Problem Statements: Student Learning 1	Formative			Summative
	Nov	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: Overall, academic achievement is low because prior to this year, growth was low. Root Cause: Students' literacy skills are low which is affecting overall performance in all academic areas.

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 core areas.

Evaluation Data Sources: CTMS will utilize BOY, MOY, and EOY MAP data in order to ensure that students have achieved a year's growth or more in English language arts, mathematics, and 8th grade science.

CTMS will utilize CBA for 6th-7th grade science and 6th-8th grade social studies to ensure that students have achieved a year's growth or more.

Strategy 1 Details	Reviews			
Strategy 1: Students will utilize journals for writing in order to summarize, define vocabulary, write to process, reflect, or justify in all content areas. Strategy's Expected Result/Impact: Students will improve their ability to summarize and write for different purposes as well as increase their vocabulary. Staff Responsible for Monitoring: Administrative Team Title I: 2.51 - Targeted Support Strategy Problem Statements: Student Learning 1	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Teachers will include rigor in their lesson plans as defined by the ICLE Rubric and implement it in their classes. Strategy's Expected Result/Impact: By thinking and discussing at higher levels, students will attain academic growth. Staff Responsible for Monitoring: Administrative Team Title I: 2.51	Formative			Summative
	Nov	Jan	Mar	May

Strategy 3 Details	Reviews			
Strategy 3: 100% of students will write in language arts, science, and social studies by utilizing CER or CEJ in order to think critically and justify their answer(s) with evidence. Strategy's Expected Result/Impact: Students will be able to analyze and justify within language arts, science, and social studies. Staff Responsible for Monitoring: Language Arts, science, and social studies teachers. Title I: 2.51 - Targeted Support Strategy Problem Statements: Student Learning 1	Formative			Summative
	Nov	Jan	Mar	May
Strategy 4 Details	Reviews			
Strategy 4: Special Education students not successful will receive specialized, targeted instruction for a minimum of 20 minutes a day, 3 times a week in literacy or math based on data. Strategy's Expected Result/Impact: Improve literacy and math levels of special education students Staff Responsible for Monitoring: Special education case managers. Title I: 2.53 - Targeted Support Strategy Problem Statements: Demographics 2	Formative			Summative
	Nov	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 2: CTMS is serving a growing number of students with complex academic, social, and behavioral needs compared to previous years. Root Cause: Over the past five years, CTMS has welcomed an increasingly diverse student population, including more emergent bilingual learners and students receiving special education services, requiring more targeted instruction, differentiation, and support strategies.
Student Learning
Problem Statement 1: Overall, academic achievement is low because prior to this year, growth was low. Root Cause: Students' literacy skills are low which is affecting overall performance in all academic areas.

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: Students will have passing grades in high school credit courses.

Strategy 1 Details	Reviews			
Strategy 1: 7th/8th graders who are taking high school credit classes will earn the credit. Strategy's Expected Result/Impact: Students will have high school credits prior to entering high school and be ready for high school curriculum. Staff Responsible for Monitoring: Teacher's/Counselors for grades-Assistant Principal's for attendance. Title I: 2.532	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 1: Recruit

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

Evaluation Data Sources: Interview questions and timeline will determine rigorous interviews and beginning the process early. Walkthroughs and evaluations will determine high-quality staff.

Strategy 1 Details	Reviews			
Strategy 1: Administration will hire highly qualified teachers and staff through rigorous interviews, checking references, and beginning the process early. Strategy's Expected Result/Impact: High quality staff will be hired. Staff Responsible for Monitoring: Administration Title I: 2.534	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 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 from new teachers on mentor program, new teacher meetings, and lunch and learns.

Strategy 1 Details	Reviews			
Strategy 1: CTMS will support new teachers through a mentor program. Strategy's Expected Result/Impact: Teachers will receive support and development through mentors resulting in an easier transition. Staff Responsible for Monitoring: Dawn Kelley Title I: 2.534	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: CTMS will support new teachers by providing additional professional development at monthly New Teacher Meetings. Strategy's Expected Result/Impact: Teachers are able to receive additional support, PD, and ask questions about unknown processes. Staff Responsible for Monitoring: Jennifer Higgins and Dawn Kelley Title I: 2.534	Formative			Summative
	Nov	Jan	Mar	May
Strategy 3 Details	Reviews			
Strategy 3: Lunch and Learn Strategy's Expected Result/Impact: Additional PD to support staff. Staff Responsible for Monitoring: Rene Egle Title I: 2.534	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.

Evaluation Data Sources: PLC Agendas and data

Strategy 1 Details	Reviews			
Strategy 1: Teachers will meet weekly in PLCs (Team or Department) to plan, look at data, or discuss strategies in order to provide high quality instruction. Strategy's Expected Result/Impact: The PLC process will ensure teachers' alignment as well as support for teachers. Staff Responsible for Monitoring: Administrative Team Title I: 2.534 - Targeted Support Strategy Problem Statements: School Processes & Programs 1	Formative			Summative
	Nov	Jan	Mar	May
No Progress Accomplished Continue/Modify Discontinue				

Performance Objective 3 Problem Statements:

School Processes & Programs
Problem Statement 1: PLCs are at different levels. Some have protocols, are working well together and planning, and others struggling to define a core purpose for meeting. Root Cause: Last year was the first year that the expectation was for all teachers to meet in PLCs weekly. The Leadership Team is still working on a shared vision of what a PLC entails.

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: CTMS will partner with teachers, students, parents, and community members through a series of events that are logged.

Strategy 1 Details	Reviews			
Strategy 1: Chisholm Trail MS will host community nights that support school goals, such as : Open House/ Book Fair/ Literacy Activities/Read Alouds. Strategy's Expected Result/Impact: Bring the community into the school in order to teach and support literacy. Staff Responsible for Monitoring: Jennifer Higgins, Kathy Evetts, Literacy Committee. Title I: 2.51, 2.52 Problem Statements: Student Learning 1	Formative			Summative
	Nov	Jan	Mar	May
No Progress Accomplished Continue/Modify Discontinue				

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: Overall, academic achievement is low because prior to this year, growth was low. Root Cause: Students' literacy skills are low which is affecting overall performance in all academic areas.

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: Feedback from all stakeholders; revision of mission, vision, and goals.

Strategy 1 Details	Reviews			
Strategy 1: Chisholm Trail MS, along with all stakeholders, will annually revisit and revise (if needed) the vision, mission, and goals for the school. Strategy's Expected Result/Impact: Students, staff, and community will know, believe, and live the school's vision, mission, and goals. Staff Responsible for Monitoring: Jennifer Higgins	Formative			Summative
	Nov	Jan	Mar	May
No Progress Accomplished Continue/Modify Discontinue				

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

Performance Objective 3: Safety

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

Evaluation Data Sources: Our core values of safe, respectful, and responsible will be communicated to all stakeholders. Walkthroughs will be utilized to determine Emergent Tree strategies. Brag boards will have a 3:1 ratio for respectful behavior.

Strategy 1 Details	Reviews			
Strategy 1: 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. Strategy's Expected Result/Impact: Staff, students, and the community will know about upcoming events an receive articles supporting students staff, and community well-being. Staff Responsible for Monitoring: Jennifer Higgins, Dawn Kelley	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: 100% of classrooms will teach the core values of Safe, Respectful & Responsible Strategy's Expected Result/Impact: Students will follow the expectations of safe, respectful and responsible in classrooms, hallways, bathrooms, the cafeteria, and buses. Staff Responsible for Monitoring: Teachers in advisory classes. Title I: 2.533 - Targeted Support Strategy Problem Statements: Demographics 1	Formative			Summative
	Nov	Jan	Mar	May

Strategy 3 Details	Reviews			
Strategy 3: 100% of classrooms will utilize Acknowledgment Boards with an emphasis on "Respectful behavior" and a 3:1 ratio Strategy's Expected Result/Impact: Students respectful behavior will improve. Staff Responsible for Monitoring: Administration Title I: 2.533 - Targeted Support Strategy Problem Statements: Demographics 1	Formative			Summative
	Nov	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 1: CTMS is experiencing an increase in discipline incidents, highlighting the need for consistent, proactive behavior supports. Root Cause: A significant number of teachers are new to CTMS and are still developing and aligning classroom management practices and behavioral support strategies.

Targeted Support Strategies

Goal	Objective	Strategy	Description
1	1	1	100 % of students will Read to Succeed or R2S (Silent Reading) during Advisory.
1	1	2	Students will annotate text in all academic areas in order to create connections, summarize, find key ideas, and question.
1	1	3	Students will utilize journals for writing in order to summarize, define vocabulary, write to process, reflect, or justify.
1	2	1	Students will utilize journals for writing in order to summarize, define vocabulary, write to process, reflect, or justify in all content areas.
1	2	3	100% of students will write in language arts, science, and social studies by utilizing CER or CEJ in order to think critically and justify their answer(s) with evidence.
1	2	4	Special Education students not successful will receive specialized, targeted instruction for a minimum of 20 minutes a day, 3 times a week in literacy or math based on data.
2	3	1	Teachers will meet weekly in PLCs (Team or Department) to plan, look at data, or discuss strategies in order to provide high quality instruction.
3	3	2	100% of classrooms will teach the core values of Safe, Respectful & Responsible
3	3	3	100% of classrooms will utilize Acknowledgment Boards with an emphasis on "Respectful behavior" and a 3:1 ratio

Northwest Independent School District

Medlin Middle School

2025-2026 Campus Improvement Plan



Mission Statement

The Medlin Community will use **G**rowth mindset, positive **R**elationships, **I**ntegrity, and **T**eamwork (GRIT) to provide a safe and inclusive culture that empowers all Mustangs to be their best self.

Vision

To ignite confidence in every Mustang to be their best self

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.

Medlin Middle School Campus Vision

To ignite confidence in every Mustang to be their best self

Medlin Middle School Campus Mission

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

Medlin Middle School Campus Motto

YOU BELONG HERE

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Comprehensive Needs Assessment

Demographics

Demographics Summary

White	Hispanic	African American	2 or More Races	Asian	Economically Disadvantaged	Special Education	504	Dyslexia	GT	EL	At-Risk	RTI	Homeless
61%	20%	5%	3%	11%	13%	14%	16%	13%	23%	11%	25%	4%	0%

Medlin Middle School

Home of the Mustangs

For the 2025–2026 school year, Medlin Middle School serves 1,129 students (372 in 6th grade, 372 in 7th grade, and 385 in 8th grade), up from 1,114 last year. Enrollment continues to grow steadily throughout the year.

This fall, our PTSA membership surpassed 650—the highest in many years. Medlin has also experienced increasing diversity, with growth in Hispanic, Asian, bilingual, 504, Special Education, and Economically Disadvantaged student populations. Our GT program continues to expand as well.

Academically, more than 85% of students are enrolled in at least one advanced or high school credit course. Staff retention remains strong, with all but three teachers returning this year (two of whom accepted promotions). Four long-time staff members retired.

We remain committed to partnering with all families to ensure every student feels valued, supported, and part of the Medlin Mustang community as the phrase we want all families to not just see, but actually feel, is: YOU BELONG HERE.

Demographics Strengths

We celebrate Medlin’s growing diversity and continued academic success by meeting students where they are and supporting their individual needs. A more diverse campus enriches the experiences of our staff, students, and community, preparing everyone for the diverse world beyond school. Our families bring unique perspectives and shared experiences that strengthen our community, and we are proud to highlight and celebrate all learners at Medlin Middle School.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): As our Economically Disadvantaged, Special Education, English Learner, and 504 student populations grow, we see opportunities to improve performance on STAAR and MAP assessments by strengthening supports and instructional practices that close achievement gaps.

Root Cause: Tier I instruction is not yet consistently differentiated to meet the full range of student needs, as outlined in Domain 2 ("the teacher differentiates instruction, aligning methods and techniques to diverse student needs"). By building teacher capacity in differentiation and targeted supports, we can ensure all learners demonstrate meaningful academic growth.

Problem Statement 2 (Prioritized): Both parent and student survey results show opportunities to strengthen students' sense of belonging and further reduce perceptions of bullying at Medlin.

Root Cause: As middle school students develop social and emotional skills, they are still learning how to navigate relationships and manage conflict. With intentional support, we can help students build stronger connections, foster inclusion, and create a more positive school culture.

Priority Problem Statements

Problem Statement 1: As our Economically Disadvantaged, Special Education, English Learner, and 504 student populations grow, we see opportunities to improve performance on STAAR and MAP assessments by strengthening supports and instructional practices that close achievement gaps.

Root Cause 1: Tier I instruction is not yet consistently differentiated to meet the full range of student needs, as outlined in Domain 2 ("the teacher differentiates instruction, aligning methods and techniques to diverse student needs"). By building teacher capacity in differentiation and targeted supports, we can ensure all learners demonstrate meaningful academic growth.

Problem Statement 1 Areas: Demographics - Student Learning - Perceptions

Problem Statement 2: Not all students possess the skills needed to take ownership of their learning.

Root Cause 2: Some students are not consistently setting personal goals or working toward them, limiting their ability to take responsibility for their learning. Staff must provide explicit instruction and support to help students develop these skills and build greater ownership in the learning process.

Problem Statement 2 Areas: Student Learning - School Processes & Programs

Problem Statement 3: Both parent and student survey results show opportunities to strengthen students' sense of belonging and further reduce perceptions of bullying at Medlin.

Root Cause 3: As middle school students develop social and emotional skills, they are still learning how to navigate relationships and manage conflict. With intentional support, we can help students build stronger connections, foster inclusion, and create a more positive school culture.

Problem Statement 3 Areas: Demographics - School Processes & Programs - Perceptions

Goals

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

Performance Objective 1: Literacy

1.1 Students will demonstrate annual growth in literacy, progressing toward or exceeding grade-level proficiency standards.

Evaluation Data Sources: MAP Testing, District Assessments and Benchmarks

Strategy 1 Details	Reviews			
Strategy 1: We will embed literacy strategies in every subject through focused PLC collaboration, consistent use of graphic organizers, academic vocabulary, and targeted interventions to support student growth. Strategy's Expected Result/Impact: Most students will demonstrate a year or more of academic growth, while all other students will make significant progress from their current performance levels. Staff Responsible for Monitoring: Teachers, administrators, counselors Targeted Support Strategy	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 Students will take ownership of their learning by actively pursuing individualized goals to achieve a year or more of growth in all content areas.

Evaluation Data Sources: Classroom walkthrough observation data; state and district assessments

Strategy 1 Details	Reviews			
Strategy 1: Staff will actively engage students and families in academic goal-setting throughout the year to drive both academic and personal growth. Strategy's Expected Result/Impact: Empower all students to take ownership of their learning while cultivating a growth mindset. Staff Responsible for Monitoring: Teachers, administrators, counselors Targeted Support Strategy	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 equipped for success in college, career, or military service.

Evaluation Data Sources: CCE, Naviance

Strategy 1 Details	Reviews			
Strategy 1: Medlin commits to: Expose students to careers, colleges, and military pathways. Teach life skills like goal-setting, time management, and financial literacy. Provide mentorship and advisory support to guide future planning. Monitor student growth toward post-secondary readiness. Strategy's Expected Result/Impact: Students are confident and prepared to make informed decisions for high school and beyond. Staff Responsible for Monitoring: Teachers, Counselors, Administrators	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Medlin will conduct individual course planning meetings for all students to review academic performance, interests, and future goals; Provide guidance and support to help students select rigorous or advanced courses aligned with their academic readiness; Monitor enrollment and progress in advanced courses, offering interventions as needed to ensure success; Administer Naviance career assessments and integrate results into course selection and career exploration discussions; Engage families in the course planning process to support informed decision-making and student accountability. Strategy's Expected Result/Impact: Increased student awareness for future high school pathways and a confidence going into high school courses Staff Responsible for Monitoring: Counselors, Teachers, Administrators	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 1: Recruit

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

Strategy 1 Details	Reviews			
Strategy 1: We will amplify staff voices through meaningful PLC discussions, goal-setting meetings, and surveys, while celebrating achievements and fostering a welcoming, inclusive environment to retain high-quality educators. Additionally, ongoing professional development and mentorship will support staff growth and job satisfaction. Strategy's Expected Result/Impact: Medlin will attract and retain high-quality educators, enhance staff satisfaction, and strengthen overall instructional effectiveness. Staff Responsible for Monitoring: Administrators	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 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			
Strategy 1: In addition to providing professional development that focus on staff needs, Medlin will create opportunities for staff to lead initiatives, collaborate in decision-making, and contribute to campus improvement. Strategy's Expected Result/Impact: An inclusive campus culture that supports staff well-being, empowerment and professional growth Staff Responsible for Monitoring: Administrators and department heads	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.

Strategy 1 Details	Reviews			
Strategy 1: Medlin will foster strong, supportive relationships between administrators, teachers, and staff through regular check-ins, team meetings, and open communication. In addition, we will offer leadership and growth opportunities that allow staff to expand their skills and impact. Strategy's Expected Result/Impact: We will build the capacity within department leaders which will enhance the efficacy across all instruction, giving teachers a sense of pride in their student achievement.	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.

Strategy 1 Details	Reviews			
Strategy 1: Medlin will communicate transparently and consistently through multiple channels to keep the community informed and involved. In addition we will involve community stakeholders in planning and decision-making processes to strengthen trust and shared ownership. Strategy's Expected Result/Impact: Families and community partners will feel as if they belong to the Medlin family, motivated to be a part of Medlin events and celebrate Mustang achievements. Staff Responsible for Monitoring: Administrators and counselors	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 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			
Strategy 1: Medlin will leverage the Anti-Bullying Committee, Campus Improvement Plan Committee, PTSA, and Medlin Men to engage diverse voices in campus decision-making and initiatives; Provide regular opportunities for students, staff, families, and community members to share feedback and contribute ideas and implement programs and activities that promote inclusion, respect, and positive relationships across the campus. Strategy's Expected Result/Impact: Anyone who walks into Medlin will truly feel like they belong here. Staff Responsible for Monitoring: Teachers, Administrators, Counselors	Formative			Summative
	Nov	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

Performance Objective 3: Safety

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

Strategy 1 Details	Reviews			
Strategy 1: Provide staff training and resources through the Emergent Tree Behavior Framework, clearly communicate available support services, and a culture of being safe, responsible, and respectful to enhance Medin's positive school culture and community involvement. Strategy's Expected Result/Impact: This will lead to a more supportive, safe, and engaged learning environment, improving both student outcomes and staff satisfaction. Staff Responsible for Monitoring: Administrators, SRO, Counselors, Teachers	Formative			Summative
	Nov	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Northwest Independent School District

Gene Pike Middle School

2025-2026 Campus Improvement Plan



GENE PIKE
MIDDLE SCHOOL

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.

Gene Pike Middle School Mission Statement

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

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Comprehensive Needs Assessment

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
53%	27%	10%	5%	5%	29%	24%	11%	13%	14%	10%	41%		20%

Pike Middle School serves a diverse student population, with the largest groups being White (53%) and Hispanic (27%). This diversity brings strengths such as varied perspectives, cultures, and talents, while also presenting challenges in meeting the wide range of academic and social-emotional needs. With significant populations of economically disadvantaged (29%), special education (24%), and at-risk students (41%), the school remains focused on providing strong instructional supports and inclusive practices to ensure success for all learners.

Demographics Strengths

At Pike Middle School, we excel in creating a welcoming and positive campus culture where strong relationships are built with students, families, and the community. Our partnership with the PTA continues to strengthen community involvement, while our Fine Arts and Athletics programs thrive with high levels of student engagement beyond sixth grade. Academically, teachers consistently implement spiral warm-ups to reinforce learning throughout the year, and our RTI systems ensure careful tracking and progress monitoring to support student growth. In addition, Pike's reputation for positive relationships and a supportive environment attracts several transfer students from other NISD middle schools each year.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Currently, only 49% of students are meeting their projected growth on the Reading MAP assessment, and only 38% in Math MAP, indicating that more than half of our students are not making expected progress in reading.

Root Cause: Baseline data shows students are starting at lower math and reading skills, underscoring the importance of progress monitoring and tailored instructional strategies.

Student Learning

Student Learning Summary

Grade Level & Test	2024 6th Grade Reading	2025 6th Grade Reading	2024 6th Grade Math	2025 6th Grade Math	2024 7th Grade Reading	2025 7th Grade Reading	2024 7th Grade Math	2025 7th Grade Math
% Approaches and higher	83%	80%	86%	80%	80%	80%	63%	66%

Grade Level & Test	2024 8th Grade Reading	2025 8th Grade Reading	2024 8th Grade Math	2025 8th Grade Math	2024 8th Grade Science	2025 8th Grade Science	2024 8th Grade SS	2025 8th Grade SS	2024 8th Grade Alg. I	2025 8th Grade Alg. I
% Approaches and higher	88%	86%	82%	73%	81%	80%	78%	65%	98%	97%

2025 Spring STAAR saw a drop in students reaching Approaches in almost every subject/grade tested. 7th Grade Math increased by 3 percentage points, and was the only subject/grade to increase. The largest decrease in 8th Grade SS, where Pike dropped from 78% Approaches to 65% Approaches.

(MAP Growth Data Spring 24-Spring 25)

	6 Expected Growth	6 Observed Growth	7 Expected Growth	7 Observed Growth	8 Expected Growth	8 Observed Growth
Reading	3.6	1.0	3.0	2.0	2.9	0.0
Math	4.4	7	4.0	4.0	5.4	4.0

We did not meet the projected growth in all but one area, which was 6th grade math.

Student Learning Strengths

Students in 7th Grade Math increased in their Approaches status by 3%. While dropping 1%, our 8th Grade students in Algebra 1 held high at 97% approaches.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): 2025 Spring STAAR saw a drop in students reaching Approaches in almost every subject/grade tested.

Root Cause: Staffing changes contributed to some of the decreases, most notably in 8th Grade Social Studies.

School Processes & Programs

School Processes & Programs Summary

Pike Middle School offers strong support and collaboration structures, including mentor teachers for new staff, regular PLCs for departments and leadership teams, and common planning periods for all grade levels. Students benefit from programs like NKOTB advisory for new students and Pike Ambassadors, fostering a welcoming and connected campus culture.

Pike Middle School provides targeted support for both students and teachers to promote academic growth. Curriculum coaches actively participate in content PLCs, conduct coaching cycles with teachers, and provide professional development during PLCs and faculty meetings. Teachers offer tutorials twice a week, and advisory interventions are held four times a week for Tier 2 students. Additionally, students check their grades weekly during advisory to set goals, and progress is monitored using MAP and CBA data to ensure ongoing academic growth.

School Processes & Programs Strengths

Pike Middle School implements a variety of strategies to strengthen instruction, support students, and enhance communication. Departments engage in common planning to improve Tier 1 instruction, and weekly data next-step plans guide targeted instructional decisions. Campus-wide literacy initiatives, such as DEAR and article annotations, support learning across content areas. Advisory tutorials provide accelerated instruction four times a week for MTSS students, while the Student Services Facilitator ensures alignment of student programs with individual and campus needs. Communication is supported through weekly Tidbits emails to staff, which includes a form to elicit feedback and celebrate the positives on campus, and weekly admin/counselor meetings help coordinate upcoming campus events.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): A challenge for teachers is balancing strong, effective Tier 1 instruction with the need to provide more frequent Tier 2 interventions, ensuring the diverse needs of all students are met while regularly checking for understanding.

Root Cause: The gap in academic strengths in general education classrooms continues to grow.

Perceptions

Perceptions Summary

Pike Middle School maintains consistent and comprehensive communication with staff, students, and families. Weekly staff emails, titled Pike Panther Weekly Tidbits, provide updates on events, activities, and announcements, while weekly parent emails and Facebook posts, titled Panther Families Weekly Tidbits, share similar information. Grade-level newsletters are sent weekly to parents to highlight classroom activities and upcoming content, and the PTA supports communication through newsletters and social media posts. Additionally, bi-weekly Operational Team meetings help coordinate campus-wide initiatives.

Perceptions Strengths

Pike Middle School demonstrates strong campus communication and a welcoming environment for the community. Weekly emails from the principal and grade levels, along with social media posts, keep families informed of upcoming events. The campus also fosters a warm, inviting atmosphere, reflected in large turnouts for Panther Camp and Middle Pike Panther Open House and events such as the Grandparents' Breakfast.

Priority Problem Statements

Problem Statement 1: Currently, only 49% of students are meeting their projected growth on the Reading MAP assessment, and only 38% in Math MAP, indicating that more than half of our students are not making expected progress in reading.

Root Cause 1: Baseline data shows students are starting at lower math and reading skills, underscoring the importance of progress monitoring and tailored instructional strategies.

Problem Statement 1 Areas: Demographics

Problem Statement 2: 2025 Spring STAAR saw a drop in students reaching Approaches in almost every subject/grade tested.

Root Cause 2: Staffing changes contributed to some of the decreases, most notably in 8th Grade Social Studies.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: A challenge for teachers is balancing strong, effective Tier 1 instruction with the need to provide more frequent Tier 2 interventions, ensuring the diverse needs of all students are met while regularly checking for understanding.

Root Cause 3: The gap in academic strengths in general education classrooms continues to grow.

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.

Evaluation Data Sources: MAP Data, CBA Data, STAAR Data

Strategy 1 Details	Reviews			
Strategy 1: Through intentional PLC work and collaborative team and departmental planning, we will integrate literacy strategies across all content areas, incorporating classrooms tools such as graphic organizers, consistent vocabulary, and focused support and interventions. Strategy's Expected Result/Impact: By the end of the school year (EOY), Pike Middle will increase the percentage of students meeting their projected growth on the Math MAP and Reading MAP assessments. Staff Responsible for Monitoring: Administration, Classroom Teachers, Counseling Staff Problem Statements: Demographics 1	Formative			Summative
	Nov	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Currently, only 49% of students are meeting their projected growth on the Reading MAP assessment, and only 38% in Math MAP, indicating that more than half of our students are not making expected progress in reading. Root Cause: Baseline data shows students are starting at lower math and reading skills, underscoring the importance of progress monitoring and tailored instructional strategies.

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			
Strategy 1: Students will work with classroom teachers to use a standard template in journals to track BOY, MOY, and EOY MAP data during student conferences, recording scores, growth, focus areas, strengths, and a visual graph. Strategy's Expected Result/Impact: Students will become more engaged with their learning goals, and own their learning process leading to academic growth as indicated by MAP assessment scores. Staff Responsible for Monitoring: Administration, Classroom Teachers Problem Statements: Demographics 1	Formative			Summative
	Nov	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: Currently, only 49% of students are meeting their projected growth on the Reading MAP assessment, and only 38% in Math MAP, indicating that more than half of our students are not making expected progress in reading. Root Cause: Baseline data shows students are starting at lower math and reading skills, underscoring the importance of progress monitoring and tailored instructional strategies.

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			
Strategy 1: Students will meet with counselors twice each year--once per semester--to review their progress in high school credit classes. Strategy's Expected Result/Impact: By the end of the school year, ensure that the passing rate of students enrolled in high school credit classes is at or above 90%. Staff Responsible for Monitoring: Administration, Classroom Teachers, Counseling Staff	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 1: Recruit

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

Strategy 1 Details	Reviews			
Strategy 1: We recruit and retain exceptional staff by using social media, career fairs, and personal outreach to share our Core Values and vision. To strengthen onboarding, we provide New to Pike presentations, mentor partnerships, welcome bags, staff recognitions, and NEF supply store support--fostering a positive, supportive culture rooted in excellence. Strategy's Expected Result/Impact: Hire highly qualified staff and retain 90% from each year. Staff Responsible for Monitoring: Administration, Instructional coaches	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 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			
Strategy 1: Teachers will receive ongoing support in meeting the diverse needs of students through the guidance and expertise of Instructional Coaches, Behavior Interventionists, and Emergent Bilingual Support Specialists. Strategy's Expected Result/Impact: Teachers will be equipped with the skills needed to meet the needs of a wide variety of educational strengths and deficits. Staff Responsible for Monitoring: Administration, Instructional Coaches, Behavior Framework Team Problem Statements: School Processes & Programs 1	Formative			Summative
	Nov	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 2 Problem Statements:

School Processes & Programs
Problem Statement 1: A challenge for teachers is balancing strong, effective Tier 1 instruction with the need to provide more frequent Tier 2 interventions, ensuring the diverse needs of all students are met while regularly checking for understanding. Root Cause: The gap in academic strengths in general education classrooms continues to grow.

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			
Strategy 1: New staff will be matched with experienced mentors through our buddy program. Administration will check in with new teachers periodically throughout the year. Staff surveys are included in every weekly newsletter to continually give the staff a chance to have their voices heard. Strategy's Expected Result/Impact: 90%-95% of our staff will return for the 26-27 school year. Staff Responsible for Monitoring: Administration	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.

Strategy 1 Details	Reviews			
Strategy 1: Pike Middle School will partner with PTA, and is working to establish a campus Watch D.O.G.S. chapter. Camus administration will also make visits to feeder pattern elementaries throughout the year to build relationships with future Panthers and their families. Strategy's Expected Result/Impact: Relationships will be forged between the campus and community, which will increase positive connections throughout the school year and beyond. Staff Responsible for Monitoring: Administration, Counselors	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 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			
Strategy 1: Pike Middle School will keep an open line of communication with families and members of the community by having a strong relationship with our PTA, weekly "Family Tidbits" highlighting important information, monthly Coffee Talks with the administration, and an active presence on our campus Facebook page. Strategy's Expected Result/Impact: A more collaborative approach to the learning environment by keeping parents involved in their students' academic growth. Staff Responsible for Monitoring: Administration, Counselors, Teachers	Formative			Summative
	Nov	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

Performance Objective 3: Safety

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

Strategy 1 Details	Reviews			
Strategy 1: Pike Middle School will foster student belonging and engagement by forming student and staff advisory committees that meet regularly to offer input on school policies, initiatives, and campus culture. Strategy's Expected Result/Impact: Students and staff who have more ownership in the academic environment will have more buy-in when starting new initiatives, implementing policies, or working to improve school culture. Staff Responsible for Monitoring: Administration, Counseling, Campus Leadership	Formative			Summative
	Nov	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Northwest Independent School District

Tidwell Middle School

2025-2026 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.

Tidwell Middle School Mission

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.

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Comprehensive Needs Assessment

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:

White	Hispanic	African American	2 or More Races	Asian	Economically Disadvantaged	Special Education	504	Dyslexia	GT	EB	At-Risk	MTSS	Homeless
52.14%	21.97%	13.41%	3.26%	8.10%	25.98%	18.34%	14.34%	12.85%	17.13%	7.73%	31.56%	10%	0.28%

The Tidwell Titan Family is comprised of about 1,074 students, 95 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. We serve 348 6th Graders, 356 7th Graders, and 370 8th Graders.

Our school is a comprehensive middle school that serves a diverse population of learners through vetted curriculum to meet the needs of all students. At Tidwell, we strive to maintain solid Tier I General Education instruction. This comes in many levels such as on-level, Honors, and High School level courses. For students who need extra support, we serve 10% of our population with Tier II and Tier III services that address targeted skills to close gaps. 18.34% of our students have an Individualized Education Plan and 14.34% of our students have a 504 plan. Some of these students who receive extra support are served in our Special Education Applied classes. These classes are designed to integrate grade-level student standards while working on their individual goals.

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

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

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 Behavior Framework, comprised of our core values (Be Safe, Be Respectful, Be Responsible, and Be Connected).

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Student groups such as: 2 or more races, African American economically disadvantaged, special education are not performing at the same level as their peers.

Root Cause: These students have foundational gaps or have lacked the necessary instructional supports causing them to not achieve at the same rate as other students.

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	2024 6th Grade Reading	2025 6th Grade Reading	2024 6th Grade Math	2025 6th Grade Math	2024 7th Grade Reading	2025 7th Grade Reading	2024 7th Grade Math	2025 7th Grade Math
% Approaches and higher	89%	85%	82%	80%	86%	88%	71%	46%

- Tidwell experienced a decrease in approaches in 6th Grade Reading, 6th Grade Math, and 7th Grade Math
- 7th Grade Reading experienced an increase in student achievement

Grade Level & Test	2024 8th Grade Reading	2025 8th Grade Reading	2024 8th Grade Math	2025 8th Grade Math	2024 8th Grade Science	2025 8th Grade Science	2024 8th Grade SS	2025 8th Grade SS	2024 8th Grade Alg. I	2025 8th Grade Alg. I
% Approaches and higher	91%	90%	90%	85%	85%	87%	80%	77%	99%	100%

- Algebra 1 EOC results showed a definite increase in passing percentage while also increasing the master level to over 70%

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
Reading	2.1	3	2.0	3	2.0	3
Math	9.8	10	7.8	10	6.2	9
Science					4.1	9

As you can tell in our NWEA MAP Growth chart, each content - area met their expected growth and/or vastly exceeded it. This is a huge celebration for our students and our teachers.

Student Learning Strengths

At Tidwell we saw some gains in our 7th Grade Reading STAAR passing percentages from 2024 to 2025. We also had an increase in our Science STAAR scores for the same time frame. What is not captured in the charts above is that our masters rates on our Reading test were stellar. Our Algebra 1 students also made so much growth in the masters rates as well.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): While we will focus on improving all of our achievement performance for all STAAR Tests, a main focus is 7th grade math which is where we saw the largest decrease in passing percentage.

Root Cause: This is due to a failed scheduling tactic of spreading out the 7th grade math classes to hopefully create more manageable class sizes and a lack of common planning between all of the teachers teaching 7th grade math.

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 - twice a Month
- Operational Leadership Team PLC - twice a Month
- Department PLCs - every week
- 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 - Problem Solving Ability 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
- Social Media for events and other community activities
- 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,
- New Students join NJHS "welcoming committee" Advisory

Student Opportunities to get Involved

- Student Council
- National Junior Honor Society
- 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): Some of our decision-making teams have not been effectively structured to make the most efficient impact for all students.

Root Cause: The purpose and goal-focus for each individual team has not been fully established.

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 Optimal Power Equalization and Communication. Tidwell's lowest recorded areas were Adaptation and Problem-Solving Ability.

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.

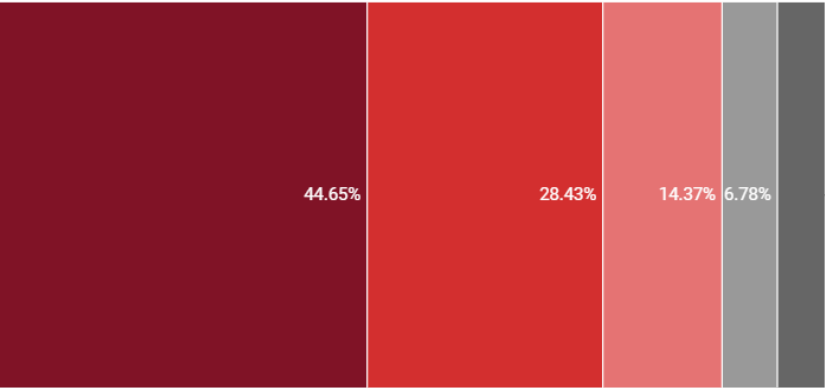
Families & Community

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).

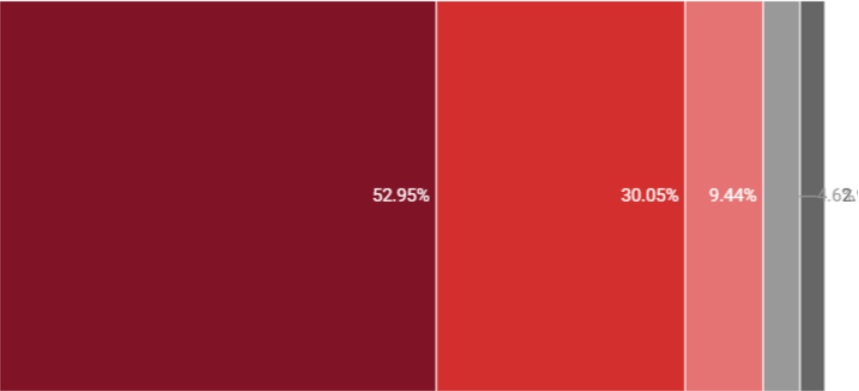
Perceptions Strengths

Our parents and community members see our school as a place where their student is safe, respected, and held accountable for their actions. Tidwell is place where people feel safe sending their students and they themselves want to come volunteer and participate in our programs as evident by the award of Secondary Volunteer Campus for two years in a row.

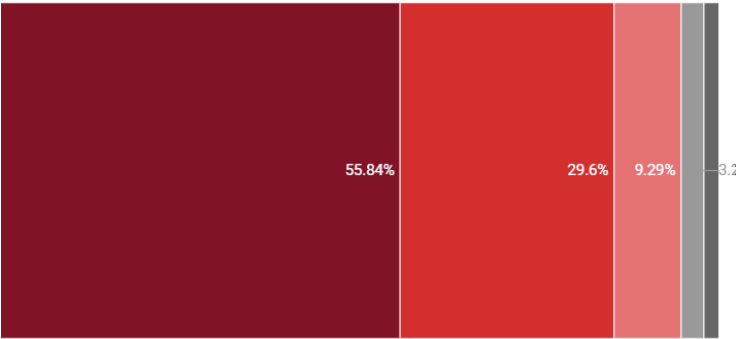
"My child's campus has clearly defined student behavioral expectations and associated discipline that are consistently and fairly enforced"



"My child feels safe at school"



"My child and their teachers demonstrate respect for one another at school"



Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Our data shows a culture that is focused on safety and respect, but that doesn't always resonate with students in their perception of how the school operates.

Root Cause: Students see individual situations differently and continuous skill building is needed that align with Behavior Framework efforts to define and demonstrate respect in all aspects of behavioral expectations.

Priority Problem Statements

Problem Statement 1: Student groups such as: 2 or more races, African American economically disadvantaged, special education are not performing at the same level as their peers.

Root Cause 1: These students have foundational gaps or have lacked the necessary instructional supports causing them to not achieve at the same rate as other students.

Problem Statement 1 Areas: Demographics

Problem Statement 2: While we will focus on improving all of our achievement performance for all STAAR Tests, a main focus is 7th grade math which is where we saw the largest decrease in passing percentage.

Root Cause 2: This is due to a failed scheduling tactic of spreading out the 7th grade math classes to hopefully create more manageable class sizes and a lack of common planning between all of the teachers teaching 7th grade math.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Some of our decision-making teams have not been effectively structured to make the most efficient impact for all students.

Root Cause 3: The purpose and goal-focus for each individual team has not been fully established.

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: Our data shows a culture that is focused on safety and respect, but that doesn't always resonate with students in their perception of how the school operates.

Root Cause 4: Students see individual situations differently and continuous skill building is needed that align with Behavior Framework efforts to define and demonstrate respect in all aspects of behavioral expectations.

Problem Statement 4 Areas: Perceptions

Goals

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

Performance Objective 1: Literacy

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

Evaluation Data Sources: NWEA MAP data, CBA data, STAAR data, classroom walkthrough data, student journals, TELPAS data

Strategy 1 Details		Reviews			
Strategy 1: At Tidwell Middle School, we will focus on strengthening student writing and the writing process by embedding writing opportunities in all content areas and calibrate our progress at least quarterly. Strategy's Expected Result/Impact: 85% improvement on higher ECR scores Students will use increased content-rich vocabulary in their writing Staff Responsible for Monitoring: All staff Campus Admin Instructional Leadership Team ELA Department leading calibration ELA Curriculum coaches and coordinator Problem Statements: Demographics 1 - Student Learning 1		Formative			Summative
		Nov	Jan	Mar	May
No Progress Accomplished Continue/Modify Discontinue					

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Student groups such as: 2 or more races, African American economically disadvantaged, special education are not performing at the same level as their peers. Root Cause: These students have foundational gaps or have lacked the necessary instructional supports causing them to not achieve at the same rate as other students.
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Goal 1: Northwest ISD will provide personalized learning experiences and cultivate the growth and achievement of every student.

Performance Objective 2: Academic Progress

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

Evaluation Data Sources: NWEA MAP data, CBA data, STAAR data, classroom walkthrough data, PLC agendas, Tidwell Data and PLC site TELPAS data

Strategy 1 Details	Reviews			
Strategy 1: Content-level teams will create and teachers will implement a minimum of one common formative assessment (formal and/or informal) weekly and will utilize the data collected from those assessments to make instructional decisions in their lesson planning processes. Strategy's Expected Result/Impact: 100% content-level PLC will effectively be structured 85% of all math students will achieve approaches or higher on STAAR 50% or more of our students will meet their projected growth Students will be grouped accordingly for targeted instruction Staff Responsible for Monitoring: Campus Admin Instructional Leadership Team Curriculum Coordinators and Coaches All Staff Problem Statements: Demographics 1 - Student Learning 1 - School Processes & Programs 1	Formative			Summative
	Nov	Jan	Mar	May
No Progress Accomplished Continue/Modify Discontinue				

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: Student groups such as: 2 or more races, African American economically disadvantaged, special education are not performing at the same level as their peers. Root Cause: These students have foundational gaps or have lacked the necessary instructional supports causing them to not achieve at the same rate as other students.
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School Processes & Programs

Problem Statement 1: Some of our decision-making teams have not been effectively structured to make the most efficient impact for all students. **Root Cause:** The purpose and goal-focus for each individual team has not been fully established.

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: quarterly communication touchpoints, CTE coordinator feedback, quarterly grades, attendance records, application, interview, and acceptance documentation

Strategy 1 Details	Reviews			
Strategy 1: At Tidwell, we will increase the awareness of opportunities that students have and focus on building high-level executive functioning skills in our students to help increase the amount of HS-level credits our students earn as well as increasing our application, interview, and acceptance rates into High School academies. Strategy's Expected Result/Impact: Increase our academy application and interview rates by 10%. Increase our acceptance rates into academies by 5%. 95% of all HS-level credits are earned by students meeting attendance and achievement standards. Staff Responsible for Monitoring: Campus Admin CTE teachers Counselors Instructional Leadership Team Problem Statements: Demographics 1 - Student Learning 1 - School Processes & Programs 1	Formative			Summative
	Nov	Jan	Mar	May
No Progress Accomplished Continue/Modify Discontinue				

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 1: Student groups such as: 2 or more races, African American economically disadvantaged, special education are not performing at the same level as their peers. Root Cause: These students have foundational gaps or have lacked the necessary instructional supports causing them to not achieve at the same rate as other students.
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School Processes & Programs

Problem Statement 1: Some of our decision-making teams have not been effectively structured to make the most efficient impact for all students. **Root Cause:** The purpose and goal-focus for each individual team has not been fully established.

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: Rates of Open Positions,

Strategy 1 Details	Reviews			
Strategy 1: We establish a culture of belonging within our staff and our leadership teams will partner together to intentionally share our story and our commitment to high expectations through social media, career fairs, and personal outreach. We will utilize our mentor/buddy program to partner new-to-Tidwell teachers up to build supportive relationships and connections. Strategy's Expected Result/Impact: Hire quality staff and maintain a retention rate of 90% or greater. Staff Responsible for Monitoring: Campus Admin, Human Resources Personnel, Campus leadership teams, Front Office Team	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 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: OHI Data, Staff Surveys

Strategy 1 Details	Reviews			
Strategy 1: As a school team, we are focusing on improving the Organizational Health of the staff by focusing on key aspects such as maintaining a strong Goal-Focus, open and two-way communication methods, and purposeful decision-making teams that enhance our problem-solving ability. Strategy's Expected Result/Impact: Improved results in our OHI Data Staff Responsible for Monitoring: Campus Admin, Counselors, Leadership Teams Problem Statements: School Processes & Programs 1	Formative			Summative
	Nov	Jan	Mar	May
No Progress Accomplished Continue/Modify Discontinue				

Performance Objective 2 Problem Statements:

School Processes & Programs
Problem Statement 1: Some of our decision-making teams have not been effectively structured to make the most efficient impact for all students. Root Cause: The purpose and goal-focus for each individual team has not been fully established.

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: OHI survey, staff surveys, participation in NISD committees, Weekly PLC meeting agenda notes, State of the School Updates (November, March, May)

Strategy 1 Details	Reviews			
Strategy 1: Campus Professional Learning Communities (PLCs) will engage in positive and productive work centered around the PLC continuum for growth that results in meeting the campus achievement and growth goals for all students and especially our special focus areas. Strategy's Expected Result/Impact: 100% of PLCs will show progress of meeting 85% of PLCs will be labeled "High Performing" on the team curve Staff Responsible for Monitoring: Campus Admin Department Leaders Grade-Level Leaders NISD Curriculum Coordinators and Coaches Problem Statements: Demographics 1 - School Processes & Programs 1	Formative			Summative
	Nov	Jan	Mar	May
No Progress Accomplished Continue/Modify Discontinue				

Performance Objective 3 Problem Statements:

Demographics
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School Processes & Programs
Problem Statement 1: Some of our decision-making teams have not been effectively structured to make the most efficient impact for all students. Root Cause: The purpose and goal-focus for each individual team has not been fully established.

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: attendance at community events, social media posts, survey data, PTA membership

Strategy 1 Details	Reviews			
Strategy 1: Tidwell Middle School will create multiple opportunities for parents and community members to engage in our school campus events through PTA and campus-based activities such as Fine Arts, Athletics, and Curriculum events. Strategy's Expected Result/Impact: Increase in PTA membership Increase in volunteer hours Winning Secondary Volunteer Campus of the year for the 3rd time in a row. Staff Responsible for Monitoring: Campus Admin Program Sponsors	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 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: Feedback Board data, emergent tree data, quarterly surveys to measure student's perspectives on respect.

Strategy 1 Details	Reviews			
Strategy 1: Tidwell will focus on building and maintaining a culture of respect through a variety of methods, such as ongoing Core Value lessons, celebrating students that meet the standard of respect, and creating ongoing opportunities for students, parents, and staff to model respect for all stakeholders. Strategy's Expected Result/Impact: At least 50% of students report that students treat others who are different than them with respect. Staff Responsible for Monitoring: Campus Admin Counselors All Staff Problem Statements: Perceptions 1	Formative			Summative
	Nov	Jan	Mar	May
No Progress Accomplished Continue/Modify Discontinue				

Performance Objective 2 Problem Statements:

Perceptions
Problem Statement 1: Our data shows a culture that is focused on safety and respect, but that doesn't always resonate with students in their perception of how the school operates. Root Cause: Students see individual situations differently and continuous skill building is needed that align with Behavior Framework efforts to define and demonstrate respect in all aspects of behavioral expectations.

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: Teacher Feedback Board completion rates, Campus Feedback Board, Emergent Tree EOY evaluation, NISD surveys,

Strategy 1 Details	Reviews			
Strategy 1: Tidwell will continue to implement the components of the Campus Behavior Framework through strengthening our Tier 1 instruction on the Core Values. We will focus on improving the rate and the connectedness of the feedback and acknowledgements provided to students. Strategy's Expected Result/Impact: 100% of all staff in utilizing Feedback boards and filling them up Students will become more well-versed in our core values and our campus expectations. Number of student discipline data incidents will decrease. Staff Responsible for Monitoring: Campus Admin Counselors Behavior Support Team Problem Statements: School Processes & Programs 1 - Perceptions 1	Formative			Summative
	Nov	Jan	Mar	May
No Progress Accomplished Continue/Modify Discontinue				

Performance Objective 3 Problem Statements:

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Problem Statement 1: Some of our decision-making teams have not been effectively structured to make the most efficient impact for all students. Root Cause: The purpose and goal-focus for each individual team has not been fully established.
Perceptions
Problem Statement 1: Our data shows a culture that is focused on safety and respect, but that doesn't always resonate with students in their perception of how the school operates. Root Cause: Students see individual situations differently and continuous skill building is needed that align with Behavior Framework efforts to define and demonstrate respect in all aspects of behavioral expectations.

Northwest Independent School District

Wilson Middle School

2025-2026 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.

Truett Wilson Middle School

Campus Vision

At Wilson, all students feel deeply connected to their teachers and school, are challenged to grow daily, and leave prepared for their next step in life

Campus Mission

We create purpose, connection, and safety for everyone

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Comprehensive Needs Assessment

Demographics

Demographics Summary

White	Hispanic	African American	2 or More Races	Asian	Economically Disadvantaged	Special Education	504	Dyslexia	GT	EL	At-Risk	RTI	Homeless
43	28	24	4.9	5	39	25	7.4	14%	12%	9%	61%	20%	.21

- Our campus serves a diverse student population of approximately 1,009 students. The demographic composition reflects significant diversity with White students comprising 43% of enrollment, Hispanic students at 28%, and African American students at 24%, and Asian students represent 5% of our population.
- Nearly 40% of our students are economically disadvantaged, which correlates with additional academic support needs. Our special populations include 25% receiving special education services, 14% identified with dyslexia, 12% in our Gifted and Talented program, and 9% classified as English Learners. Additionally, 61% of students receive RTI services, indicating significant academic intervention needs across our campus.

Demographics Strengths

- Our diverse student body of 1,009 students represents one of our greatest assets. With students from multiple ethnic backgrounds - 43% White, 28% Hispanic, 24% African American, and 5% Asian - our campus provides authentic opportunities for students to develop cultural competency essential for 21st-century success.
- Our broad spectrum of learners has strengthened our instructional expertise. With 25% receiving special education services, 14% receiving dyslexia support, 12% in Gifted and Talented, and 9% English Learners, our teachers excel at differentiation and meeting diverse learning needs.
- The fact that 61% of students receive RTI services demonstrates our proactive, data-driven approach to academic support. We identify and address learning gaps early rather than waiting for students to fail. Our systematic RTI implementation reflects our commitment to ensuring every student succeeds.
- This diverse population has created a campus culture of inclusion, empathy, and high expectations for all students, positioning Wilson as a model for comprehensive middle school education.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Wilson Middle School serves a student population with significant and diverse needs, including 61% identified as at risk and 25% receiving special education services. Many students face academic and behavioral barriers that limit full access to grade-level instruction, with only 45% currently meeting grade-level expectations despite existing intervention efforts.

Root Cause: Many students enter Wilson Middle School with gaps in foundational skills and behavioral supports that impact learning. Without a coordinated, systematic approach to address these underlying needs, traditional interventions alone are not sufficient to accelerate student achievement.

Student Learning

Student Learning Summary

Grade Level & Test	2024 6th Grade Reading	2025 6th Grade Reading	2024 6th Grade Math	2025 6th Grade Math	2024 7th Grade Reading	2025 7th Grade Reading	2024 7th Grade Math	2025 7th Grade Math
% Approaches and higher	70%	79%	61%	71%	79%	76%	54%	43%

6th Grade: 6th grade demonstrates strong positive growth with reading improving 9 percentage points (70% to 79%) and mathematics showing significant gains of 10 percentage points (61% to 71%). Both core subjects are trending upward, indicating effective instructional practices at this grade level.

7th Grade: 7th grade shows mixed results with reading maintaining relatively strong performance at 76% despite a slight 3-point decline. However, mathematics performance dropped critically from 54% to 43%, representing an 11-point decline that requires immediate attention and intervention.

Grade Level & Test	2024 8th Grade Reading	2025 8th Grade Reading	2024 8th Grade Math	2025 8th Grade Math	2024 8th Grade Science	2025 8th Grade Science	2024 8th Grade SS	2025 8th Grade SS	2024 8th Grade Alg. I	2025 8th Grade Alg. I
% Approaches and higher	78%	80%	62%	58%	74%	69%	65%	59%	99%	97%

8th Grade: 8th grade presents a pattern of modest improvement in reading (78% to 80%) while other subjects declined. Mathematics dropped 4 points (62% to 58%), science declined 5 points (74% to 69%), and social studies decreased 6 points (65% to 59%). The standout performance remains Algebra I at 97%, showing advanced students continue to excel.

(MAP Growth Data Spring 24-Spring 25)

	6 Expected Growth	6 Observed Growth	7 Expected Growth	7 Observed Growth	8 Expected Growth	8 Observed Growth
Reading	2.8	2	2.3	3	2.0	1
Math	10.6	9	7.4	5	7.4	6

6th grade demonstrates strong positive momentum with reading improving 9 percentage points (70% to 79%) and mathematics showing significant gains of 10 percentage points (61% to 71%). While MAP growth data shows some gaps in meeting full growth expectations (71% in reading, 85% in math), the overall STAAR trajectory indicates effective instructional practices are taking hold at this entry level.

7th grade presents a critical contradiction requiring immediate attention. While MAP reading growth exceeds expectations at 130%, STAAR reading performance declined 3 points to 76%. Most concerning is the dramatic mathematics decline of 11 percentage points (54% to 43%), coupled with MAP math growth achieving only 68% of expectations. This grade level appears to be the pivotal breakdown point in student academic progression.

8th grade shows mixed performance across multiple subjects with reading maintaining slight growth (+2 points to 80%) but concerning declines in mathematics (-4 points to 58%),

Wilson Middle School
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science (-5 points to 69%), and social studies (-6 points to 59%). Algebra I remains exceptionally strong at 97%. However, MAP data reveals significant concerns with reading growth achieving only 50% of expectations, while math growth performs better at 81% of expected levels, suggesting inconsistent instructional effectiveness across content areas.

Student Learning Strengths

6th Grade Strengths:

- Reading improved significantly from 70% to 79% (+9 percentage points)
- Mathematics showed strong growth from 61% to 71% (+10 percentage points)
- Both core subjects demonstrated positive upward trends

7th Grade Strengths:

- Reading performance remains strong at 76%, consistently above campus average
- Maintained relatively high reading performance compared to other subjects

8th Grade Strengths:

- Reading performance improved from 78% to 80% (+2 percentage points)
- Algebra I maintains exceptional performance at 97%, demonstrating excellence for advanced students
- Reading consistently performs at or above campus average

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): We underserve our highest-need populations: Special Education students achieve only 13% "Meets Grade Level" on STAAR (32-point gap) and Economically Disadvantaged students reach 30% "Meets Grade Level" on STAAR (15-point gap). These subgroups represent 57% of our student body.

Root Cause: Inconsistent behavior management and insufficiently rigorous Tier 1 instruction fail to provide the structured learning environment and differentiated teaching that Special Education and Economically Disadvantaged students require to access grade-level content effectively.

School Processes & Programs

School Processes & Programs Summary

Curriculum & Instruction

At Wilson Middle School, we prioritize consistent, high-quality instructional practices that support student learning across all content areas. Our curriculum and instruction initiatives focus on building literacy skills, using data to drive instruction, and ensuring students receive targeted support based on their individual needs.

Campus wide Annotation

- All core classes use a common annotation process to help students navigate and comprehend texts

Campus wide Literacy Initiative

- Students read in each core class for the first 10 minutes once a week by subject: ELA everyday, Tuesday-Social Studies, Wednesday-Math, Thursday-Science

Assessment Analyzer

- Tool that teachers use after key assessments to break down learning standards and helps teachers understand what students have learned

Goal Setting Tool for CBA/STAAR/MAP

- Used with assessment analyzer to send students test results and their strengths/weaknesses and then teachers can go over the results and set goals with their students

MTSS Master Tracker

- Spreadsheet used to identify students that did not grow from STAAR 23-24 to STAAR 24-25 or during MAP Growth testing dates

Professional Development

We believe that investing in our teachers' growth directly impacts student success. Our professional development initiatives ensure teachers have the tools, knowledge, and support they need to deliver exceptional instruction and create positive learning environments.

Campus Walkthroughs System

- Walkthrough system that emails weekly schedule to administrators with weekly PD for better instructional coaching. Immediate feedback given to teachers after walkthroughs through the walkthrough feedback system.

Campus Trail Guide/Playbook

- Document outlining campus Mission/Vision/Goals/Best Practices given to all teachers which conveys what quality tier 1 instruction and classroom management looks like at Wilson

Feedback Board

- A system used to give students positive feedback when they show respectful behavior in the classroom
- Hour lunches when all teachers complete their feedback board 3 times

Campus Positive Behavior Ticket System

- When students display Safe, Respectful, or Responsible behavior in the hallways, teachers will give them a ticket
- Students can turn that ticket in and be entered into a prize giveaway on Fridays

Behavior Framework/TNT Team

- Team training and supporting teachers on the instructional side of dealing with challenging behaviors

Leadership & Decision-Making Processes

Strong leadership involves recognizing and celebrating the contributions of our staff members. We foster a culture where teachers are empowered to take on leadership roles and are acknowledged for their dedication to our school community.

Teacher Appreciation Systems

- Teachers receive custom badges for supporting campus goals, extracurricular activities, committees, and going above and beyond
- Support Staff of the Month - Students and teachers nominate the support staff of the month
- Teacher of the Month - Students and teachers nominate the teacher of the month, celebrated in faculty meetings every month
- Wilson Teacher Shout Outs - Teachers fill out a Google form recognizing other teachers for positive things they see each other doing on campus

Social Media Committee

- Librarian and Teacher led committee that manages campus social media presence and celebrates student and staff achievements

Parent Support Committee

- Teachers work collaboratively with parents to develop a campus FAQ section and all information to support families on our website, along with strategies and resources for supporting families and strengthening home-school partnerships

Theme Committee

- Staff committee that plans and organizes campus-wide themes, spirit weeks, and special events throughout the school year

Behavior Framework Committee

- Teacher leadership team that implements and refines campus-wide behavior framework expectations and support systems

Communication

Effective communication with families and the community is essential for student success. Our communication systems keep parents informed about their child's progress and provide them with tools and resources to support learning at home.

Behavior Management System

- Emails to parents for positive behavior, negative behavior, tracking student tardies, absences, failed courses, lunch detentions

Student Success Indicator Parent Emails

- Parents are emailed their child's percentiles for tardies, absences, lunch detentions, behavior incidents, plus support tips

Weekly Community Newsletter

- A weekly newsletter is sent to the community on Fridays

Organization & Context, Scheduling, Support Services

We provide comprehensive support services and opportunities that address the whole child - academic, social, emotional, and behavioral needs. Our programs ensure every student has access to the resources they need to be successful.

Campus Clubs

- Various campus clubs to get students involved in school outside of the classroom

Mentor Groups

- Students (boys and girls) identified as needing a mentor participate in meetings with a teacher and outside mentor on Tuesdays and Thursdays

Zen Zone

- New room in CAP center allowing counselors to de-escalate students having challenges regulating emotions/behaviors

Corrective Behavior Reset

- Students in ISS reflect on behaviors that caused placement, reflection sent to AP and Counselor for planning

School Processes & Programs Strengths

The implementation of campus-wide annotation and literacy initiatives provides our teachers with consistent tools for building reading comprehension across all content areas. Students now have structured reading time in each core subject, creating multiple touchpoints for literacy development throughout the week.

Our Assessment Analyzer and Goal Setting Tool give teachers the ability to break down student performance data and create targeted learning goals with students. This data-driven approach helps teachers identify specific learning gaps and provides students with clear pathways for improvement.

The Campus Walkthroughs System provides our administrators with structured opportunities for instructional coaching while giving teachers immediate, actionable feedback. This systematic approach to classroom observations ensures consistent support for instructional improvement.

Our multi-layered positive behavior system, including feedback boards and the campus ticket system, creates consistent recognition for students displaying safe, respectful, and responsible behaviors. This proactive approach helps establish clear expectations while celebrating positive choices.

The teacher-led committees for social media, parent support, themes, and behavior framework distribute leadership opportunities across our staff while ensuring teacher voice in key campus decisions. Our Teacher Appreciation System recognizes contributions across multiple domains, fostering a culture of collaboration.

The Behavior Management System keeps parents informed in real-time about their child's progress, while Student Success Indicator emails provide data-driven insights with actionable support strategies for families.

These processes are research-based practices that should positively impact our campus culture and student achievement.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Wilson Middle School serves a student population with significant and varied needs; however, inconsistencies in classroom environments--stemming from gaps in instructional and behavioral systems--limit optimal student growth and learning.

Root Cause: The campus has not yet fully implemented comprehensive Tier 1 instructional and behavior-support strategies across all classrooms, which impacts students' ability to access grade-level content and demonstrate their full potential.

Perceptions

Perceptions Summary

Wilson Middle School has experienced community perception challenges based on various forms of feedback including parent communications, social media interactions, and district-wide conversations. The campus has been characterized by some community members as having safety concerns and behavioral issues. Staff interviews revealed that educators who served during previous challenging periods experienced stress from overcrowding and student behavior management, leading several to transfer to newer facilities or seek other district positions. Historical discipline data showing elevated infraction rates compared to peer campuses reinforced these community perceptions.

Social media platforms have occasionally amplified inaccurate information, including reports of incidents that did not actually occur and unfounded negative claims about campus conditions. Additionally, some community tensions among neighborhood families, particularly those with students enrolled at Wilson, have become associated with the school in public perception, further impacting the campus reputation despite these issues being unrelated to school operations.

Perceptions Strengths

We have implemented comprehensive initiatives to strengthen community relationships and showcase campus excellence. The Social Media Committee actively highlights student achievements, classroom innovations, and positive campus events, providing authentic visibility into daily successes and celebrating the outstanding work happening throughout the school.

The campus promotes innovative teaching through Classroom Transformations, where teachers redesign their learning environments and create engaging, immersive lessons that capture student interest and enhance learning outcomes. These transformations demonstrate the creativity and dedication of Wilson's teaching staff while providing students with memorable, impactful educational experiences.

Community partnership is strengthened through the Watch Dogs program, which brings male role models into the school environment to support students and build positive relationships. Additionally, Community Campus Walks invite parents and community members to tour the facilities, observe classroom instruction, and learn about Wilson's educational goals and achievements firsthand.

These proactive engagement strategies provide transparency, build trust, and create multiple opportunities for the community to experience the positive culture and academic excellence that define Wilson Middle School's daily reality.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Wilson Middle School faces community perception challenges from historical discipline issues, staff transitions, and social media misinformation that characterizes the campus as unsafe. These outdated perceptions persist despite current improvements and positive initiatives.

Root Cause: Past overcrowding and behavioral challenges, combined with inaccurate social media reports, have created negative perceptions that overshadow current campus improvements. Without systematic community engagement efforts, historical reputation issues continue to influence public opinion.

Priority Problem Statements

Problem Statement 1: Wilson Middle School serves a student population with significant and varied needs; however, inconsistencies in classroom environments--stemming from gaps in instructional and behavioral systems--limit optimal student growth and learning.

Root Cause 1: The campus has not yet fully implemented comprehensive Tier 1 instructional and behavior-support strategies across all classrooms, which impacts students' ability to access grade-level content and demonstrate their full potential.

Problem Statement 1 Areas: School Processes & Programs

Problem Statement 2: Wilson Middle School serves a student population with significant and diverse needs, including 61% identified as at risk and 25% receiving special education services. Many students face academic and behavioral barriers that limit full access to grade-level instruction, with only 45% currently meeting grade-level expectations despite existing intervention efforts.

Root Cause 2: Many students enter Wilson Middle School with gaps in foundational skills and behavioral supports that impact learning. Without a coordinated, systematic approach to address these underlying needs, traditional interventions alone are not sufficient to accelerate student achievement.

Problem Statement 2 Areas: Demographics

Problem Statement 3: We underserve our highest-need populations: Special Education students achieve only 13% "Meets Grade Level" on STAAR (32-point gap) and Economically Disadvantaged students reach 30% "Meets Grade Level" on STAAR (15-point gap). These subgroups represent 57% of our student body.

Root Cause 3: Inconsistent behavior management and insufficiently rigorous Tier 1 instruction fail to provide the structured learning environment and differentiated teaching that Special Education and Economically Disadvantaged students require to access grade-level content effectively.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: Wilson Middle School faces community perception challenges from historical discipline issues, staff transitions, and social media misinformation that characterizes the campus as unsafe. These outdated perceptions persist despite current improvements and positive initiatives.

Root Cause 4: Past overcrowding and behavioral challenges, combined with inaccurate social media reports, have created negative perceptions that overshadow current campus improvements. Without systematic community engagement efforts, historical reputation issues continue to influence public opinion.

Problem Statement 4 Areas: Perceptions

Goals

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

Performance Objective 1: Literacy

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

Strategy 1 Details	Reviews			
Strategy 1: Each day of the week a specific department will devote the 1st 10 minutes of class to silent reading. Strategy's Expected Result/Impact: Students will grow at least 2 points or maintain mastery based on their 2024-2025 performance on the RLA Constructed Response Distribution Chart. Staff Responsible for Monitoring: Core Content Teachers, Administrator Walkthroughs Problem Statements: Demographics 1 - Student Learning 1 - School Processes & Programs 1	Formative			Summative
	Nov	Jan	Mar	May
No Progress Accomplished Continue/Modify Discontinue				

Performance Objective 1 Problem Statements:

Demographics
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School Processes & Programs

Problem Statement 1: Wilson Middle School serves a student population with significant and varied needs; however, inconsistencies in classroom environments--stemming from gaps in instructional and behavioral systems--limit optimal student growth and learning. **Root Cause:** The campus has not yet fully implemented comprehensive Tier 1 instructional and behavior-support strategies across all classrooms, which impacts students' ability to access grade-level content and demonstrate their full potential.

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			
Strategy 1: Students will review their Beginning of Year (BOY), Middle of Year (MOY), and End of Year (EOY) MAP scores alongside their STAAR results to track growth in ELA, Math, and Science. Students will set personal academic goals and understand the specific point improvements needed to advance one performance level on STAAR assessments. Strategy's Expected Result/Impact: Students will demonstrate increased academic ownership, improved goal-setting abilities, and enhanced motivation through data-driven target setting. This approach develops data literacy skills while promoting a growth mindset focused on improvement rather than fixed performance levels. Students who actively track their progress and set specific goals typically achieve greater academic gains and show more targeted, purposeful learning behaviors. Staff Responsible for Monitoring: ELA, Math, Science, Administration Problem Statements: Demographics 1 - Student Learning 1 - School Processes & Programs 1		Formative			Summative
		Nov	Jan	Mar	May
No Progress Accomplished Continue/Modify Discontinue					

Performance Objective 2 Problem Statements:

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

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

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
Strategy 1: We consolidated all CTE classes into a single wing and updated it with official NISD CTE branding. The wing now prominently displays high school CCMR opportunities and career pathway information throughout the hallways year-round. CTE and LEAP teachers will also connect lessons to real-world careers, support student portfolios, and facilitate post-secondary goal-setting through cross-curricular projects and pathway discussions. Strategy's Expected Result/Impact: Students will develop clearer post-secondary goals, make informed pathway decisions, and see connections between current learning and future careers through both classroom integration and constant visual reinforcement of peer success in diverse career tracks. Staff Responsible for Monitoring: LEAP Teachers, CTE Teachers, Counselors Problem Statements: Perceptions 1				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 3 Problem Statements:

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

Performance Objective 1: Recruit

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

Strategy 1 Details	Reviews			
Strategy 1: Implement a social media recognition campaign that highlights Wilson teachers through weekly "Teacher Feature Tuesday" posts on social media showcasing innovative classroom practices and celebration posts for teacher achievements. Content is shared across Facebook and district platforms to demonstrate Wilson's culture of appreciation and professional excellence to the broader community. Strategy's Expected Result/Impact: Increased visibility of Wilson's positive teacher culture attracting potential candidates, enhanced community perception of Wilson as a desirable workplace, improved teacher morale through public recognition, expanded recruitment reach through social media sharing, and strengthened relationships with families who see their children's teachers being celebrated and valued. Staff Responsible for Monitoring: Social Media Committee, Administration, Librarian Problem Statements: Student Learning 1 - School Processes & Programs 1 - Perceptions 1	Formative			Summative
	Nov	Jan	Mar	May
No Progress Accomplished Continue/Modify Discontinue				

Performance Objective 1 Problem Statements:

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

Performance Objective 2: Value

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
Strategy 1: Wilson Middle School will implement a multi-tiered teacher recognition program including: unique printed badges displayed on classroom doors for teachers going above and beyond in specific areas (innovation, collaboration, student impact, community engagement), peer recognition systems where staff can nominate colleagues for outstanding contributions, catered lunches at faculty meetings to show appreciation for staff time and dedication, weekly staff appreciation and recognition cards, and monthly "Teacher and Support Staff of the Month" awards highlighting exceptional performance across all school personnel. Strategy's Expected Result/Impact: Reduced teacher turnover by creating emotional investment in school community, boosted teacher morale and motivation through consistent positive reinforcement, attraction of quality candidates who hear about Wilson's supportive and appreciative culture, strengthened teacher loyalty and commitment to staying at Wilson long-term, and creation of positive buzz in the community about Wilson's exceptional staff. Staff Responsible for Monitoring: Administration, Librarian, Student Council, Counselors Problem Statements: Student Learning 1 - School Processes & Programs 1 - Perceptions 1				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 1: We underserve our highest-need populations: Special Education students achieve only 13% "Meets Grade Level" on STAAR (32-point gap) and Economically Disadvantaged students reach 30% "Meets Grade Level" on STAAR (15-point gap). These subgroups represent 57% of our student body. Root Cause: Inconsistent behavior management and insufficiently rigorous Tier 1 instruction fail to provide the structured learning environment and differentiated teaching that Special Education and Economically Disadvantaged students require to access grade-level content effectively.
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Goal 2: Northwest ISD will recruit, value, and retain highly effective staff prepared to meet the individual needs of our students and learning community.

Performance Objective 3: Retain

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

Strategy 1 Details	Reviews			
Strategy 1: Empower staff through meaningful participation in campus decision-making by having them serve on campus committees and providing regular opportunities for input on school policies, procedures, and initiatives that affect their work environment and student outcomes. Strategy's Expected Result/Impact: Improve staff retention by making teachers feel valued and heard. When staff have input on policies and procedures that directly affect their daily work, they develop stronger ownership of campus initiatives and are more likely to stay committed to the school. Staff Responsible for Monitoring: Administration and Teachers on committees Problem Statements: Perceptions 1	Formative			Summative
	Nov	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 3 Problem Statements:

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

Performance Objective 1: Engagement

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

Strategy 1 Details	Reviews			
Strategy 1: We will host monthly campus community walks where parents and community members can tour the campus, observe classrooms in action, and engage in informal dialogue with administrators and staff about school programs, initiatives, and student progress. Strategy's Expected Result/Impact: Increase parent and community engagement by providing transparent access to campus operations and creating opportunities for meaningful dialogue. These walks will build stronger relationships between families and school staff, improve community understanding of educational programs, and foster collaborative partnerships that support student success. Staff Responsible for Monitoring: Administration Problem Statements: Perceptions 1	Formative			Summative
	Nov	Jan	Mar	May
No Progress Accomplished Continue/Modify Discontinue				

Performance Objective 1 Problem Statements:

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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			
Strategy 1: We will host seasonal community events including Fall, Winter, and Spring dances, and Wilson Night Out events where all community members are invited to participate in fun activities, games, and celebrations that bring together students, families, and staff. Strategy's Expected Result/Impact: Strengthen school culture and sense of belonging by creating inclusive events where all community members feel welcomed and valued. These celebrations will build positive relationships across diverse groups, increase family engagement in school activities, and foster a supportive community culture that celebrates the Wilson Middle School family. Staff Responsible for Monitoring: PTA, Administration, Student Council and Teachers on committees Problem Statements: Perceptions 1	Formative			Summative
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No Progress Accomplished Continue/Modify Discontinue				

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

Performance Objective 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			
Strategy 1: Wilson Middle School will send parents a comprehensive student success indicator report every four weeks detailing their child's academic performance, behavioral progress, and social-emotional indicators, with clear guidance on when to contact counselors or administrators for additional support. Strategy's Expected Result/Impact: Improve student well-being and academic success through proactive communication and early intervention. Regular reporting will help parents identify concerns before they become major issues, strengthen the home-school partnership in supporting student needs, and ensure timely access to counseling and administrative support services. Staff Responsible for Monitoring: Teachers, Counselors, Administration Problem Statements: Student Learning 1 - School Processes & Programs 1 - Perceptions 1	Formative			Summative
	Nov	Jan	Mar	May
No Progress Accomplished Continue/Modify Discontinue				

Performance Objective 3 Problem Statements:

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Northwest Independent School District

Worthington Middle School

2025-2026 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.

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 Goal 3: Northwest ISD will foster a safe environment and a culture of engagement that values the voices of all students, staff, families, and community members. 18

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
36.13%	23.57%	17.72%	4.39%	17.26%	29.89%	16.99%	10.63%	13.49%	15.87%	10.32%	46.54%	12%	.17%

2025-2026 is Worthington Middle School's third year. Our elementary school students join us from Berkshire, Curtis, Haslet, and Peterson Elementaries. This 8th grade class is our first class to attend all three years at Worthington middle school. We've added almost 300 students since our opening year. 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 112 new students from outside Northwest ISD over the summer with an additional 20 new to NISD students in the first month of school (10% of our student population is new to NISD).

Our percentage of English Language Learners is the highest of the three middle schools that feed into Eaton High School, with over 25 home languages represented.

Average Daily Attendance 2023-2024: 95.97%

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.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): With four different NISD feeder campuses and over 125 new to NISD students, there is a need to maintain aligned campus expectations and systems of supports for students and families.

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

Student Learning

Student Learning Summary

STAAR Assessments (Spring 2024 to Spring 2025)

Grade Level & Test	2024 6th Grade Reading	2025 6th Grade Reading	2024 6th Grade Math	2025 6th Grade Math	2024 7th Grade Reading	2025 7th Grade Reading	2024 7th Grade Math	2025 7th Grade Math
% Approaches and higher	83%	83%	82%	82%	79%	85%	52%	66%

Grade Level & Test	2024 8th Grade Reading	2025 8th Grade Reading	2024 8th Grade Math	2025 8th Grade Math	2024 8th Grade Science	2025 8th Grade Science	2024 8th Grade SS	2025 8th Grade SS	2024 8th Grade Alg. I	2025 8th Grade Alg. I
% Approaches and higher	82%	81%	78%	69%	77%	73%	71%	64%	99%	97%

(MAP Growth Data Spring 24- Spring 25)

	6 Expected Growth	6 Observed Growth	7 Expected Growth	7 Observed Growth	8 Expected Growth	8 Observed Growth
Reading	3.5	5	2.7	4	3.2	2
Math	4.1	8	4.0	7	5.6	7
Science	NA	NA	NA	NA	NA	NA

Students do not take Science MAP in consecutive years, but we can compare Fall 24 to Spring 25 for our 8th graders. They were projected to have 3 RIT growth points, and they had 6.

Student Learning Strengths

7th Grade ELA and math scores rose 6% and 14% (respectively) from year 1 to year 2 of the campus, reflecting a priority focus on the staffing and support for this grade level and a difference between the skills of the Class of 2029 and the Class of 2030.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Students who are receiving special education supports, who are learning English, or who are coded as Black in PEIMS are not achieving at the same rate as their peers at Worthington on STAAR assessments or in their quarterly grades.

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
- Behavioral Framework Strategies and Supports

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 platform

Staff have the opportunity to lead and participate in a variety of committees and roles, including:

- Department Leads
- Grade Level Leads
- Teacher Mentor/Buddy Programs
- Safety and Security Committee

- Behavioral Framework
- Sunshine Committee
- Financial Ambassador
- DEIC Superintendent's Council
- NEF Champion
- United Way Ambassador
- NISD Leadership Academies
- Parent/Teacher/Student Association
- Club Sponsors

Students have the opportunity to lead and participate in a variety of groups, including:

- Parent/Teacher/Student Association
- Student Council
- National Junior Honor Society
- Performing Arts
- Visual Arts
- Athletics
- Career & Technology Education
- High School Credits
- Cheer
- Tiger TV & Yearbook
- UIL Academics
- Speech and Debate Club
- Destination Imagination
- Book Brawl
- Spelling Bee
- and other interest clubs like Dungeons & Dragons, Chess, Running, etc.

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. Systems like these helped our school achieve recognition through the Texas Association of Secondary School Principals' "Schools to Watch" Program, with a 3-year designation in the Spring of 2025.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): 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.

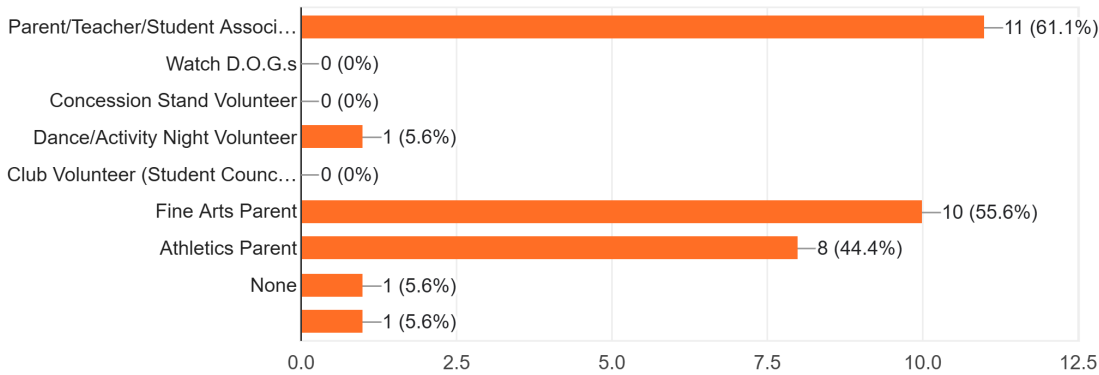
Root Cause: Academic support, including MTSS Tier 2 support, is not improving student achievement at a rate to close gaps.

Perceptions

Perceptions Summary

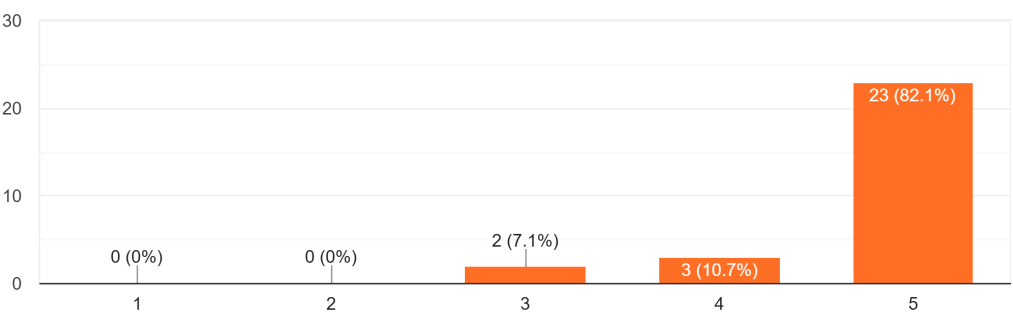
As a parent/guardian, I am involved in these campus activities at Worthington (check all that apply).

18 responses



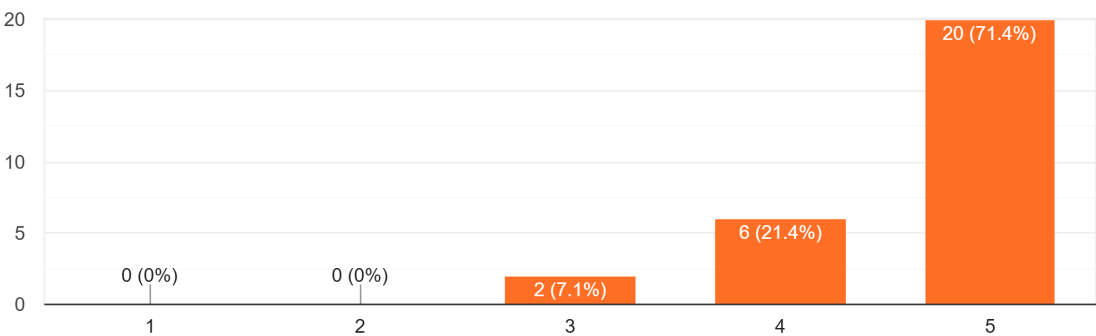
I feel informed about what is going on at school.

28 responses



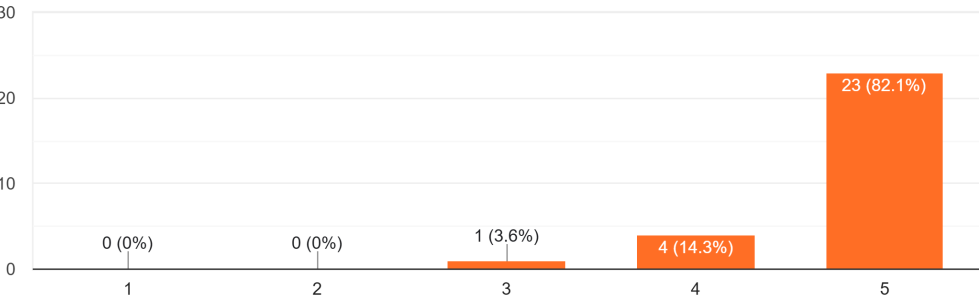
Students know what behavior is expected of them.

28 responses



I am grateful my child attends this school.

28 responses



Facebook: 1601 Followers (2024: 1388, 2023: 1127 Followers)

Instagram: 1166 Followers (2024: 890, 2023: 491 Followers)

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

Worthington Middle School
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September 16, 2025 10:40 AM

measure of organizational health.

When being considered for a Schools to Watch designation, three groups were interviewed by the committee: 20 parents, 30 students, and 30 staff members. Their feedback was consistent with other surveys done of all three groups.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Parent involvement depends on the same volunteers for a variety of activities.

Root Cause: Transitioning from elementary school opportunities to middle school opportunities takes time, and by the time we build a steady cohort of volunteers, their children move to high school.

Priority Problem Statements

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 1: Academic support, including MTSS Tier 2 support, is not improving student achievement at a rate to close gaps.

Problem Statement 1 Areas: School Processes & Programs

Problem Statement 2: Students who are receiving special education supports, who are learning English, or who are coded as Black in PEIMS are not achieving at the same rate as their peers at Worthington on STAAR assessments or in their quarterly grades.

Root Cause 2: The achievement gap is widening because gaps are not being closed each year and the losses are compounding.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: With four different NISD feeder campuses and over 125 new to NISD students, there is a need to maintain aligned campus expectations and systems of supports for students and families.

Root Cause 3: Worthington is in a fast-growth area of the district.

Problem Statement 3 Areas: Demographics

Problem Statement 4: Parent involvement depends on the same volunteers for a variety of activities.

Root Cause 4: Transitioning from elementary school opportunities to middle school opportunities takes time, and by the time we build a steady cohort of volunteers, their children move to high school.

Problem Statement 4 Areas: Perceptions

Goals

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

Performance Objective 1: Literacy

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

Evaluation Data Sources: NWEA MAP data, CBA data, STAAR data, Beanstack minutes, classroom walkthrough data, student journals, TELPAS data

Strategy 1 Details		Reviews			
Strategy 1: 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 and the support of small group instruction in ELA classes. Strategy's Expected Result/Impact: At least 80% of students will demonstrate growth on STAAR RLA and the campus will read a total of at least 1 million minutes. Staff Responsible for Monitoring: Teachers, ELA interventionist, Emergent Bilingual Coordinator, Student Services Facilitator, Tier 2 Advisory Teachers, Campus Librarian, Campus Administrators Problem Statements: Student Learning 1 - School Processes & Programs 1		Formative			Summative
		Nov	Jan	Mar	May

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: Students who are receiving special education supports, who are learning English, or who are coded as Black in PEIMS are not achieving at the same rate as their peers at Worthington on STAAR assessments or in their quarterly grades. Root Cause: The achievement gap is widening because gaps are not being closed each year and the losses are compounding.
School Processes & Programs
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.

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: NWEA MAP data, CBA data, STAAR data, classroom walkthroughs, goal setting documents in student journals

Strategy 1 Details	Reviews			
Strategy 1: Teachers will model and support student goal setting and monitoring of progress toward unit mastery, including anchoring daily goals through a learning target and assessing daily goals through formative assessments. Strategy's Expected Result/Impact: 100% of students and 100% of staff will be able to describe the learning goals and the progress students make toward their individual academic goals. Staff Responsible for Monitoring: Classroom teachers, instructional coaches, campus administrators, SPED student managers, Student Services Facilitators, academic counselors Problem Statements: Student Learning 1 - School Processes & Programs 1	Formative			Summative
	Nov	Jan	Mar	May
No Progress Accomplished Continue/Modify Discontinue				

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 1: Students who are receiving special education supports, who are learning English, or who are coded as Black in PEIMS are not achieving at the same rate as their peers at Worthington on STAAR assessments or in their quarterly grades. Root Cause: The achievement gap is widening because gaps are not being closed each year and the losses are compounding.
School Processes & Programs
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.

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			
Strategy 1: Students will focus on academic achievement in their elective classes with the goals of credit attainment, academy acceptance, and program/pathway retention. Strategy's Expected Result/Impact: 90% 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 Staff Responsible for Monitoring: LEAP Teachers, academic counselors, fine arts directors Problem Statements: Demographics 1		Formative			Summative
		Nov	Jan	Mar	May
No Progress Accomplished Continue/Modify Discontinue					

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 1: With four different NISD feeder campuses and over 125 new to NISD students, there is a need to maintain aligned campus expectations and systems of supports for students and families. Root Cause: Worthington is in a fast-growth area of the district.

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: Applitrack applications, Career Fair interviews, staff surveys (esp. new to NISD)

Strategy 1 Details	Reviews			
Strategy 1: 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. Strategy's Expected Result/Impact: An increase in qualified applicants for open positions. Positions filled within one month of posting. Staff Responsible for Monitoring: Campus administrators	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 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: grade level meeting notes, staff shout out submissions, Sunshine Committee participation

Strategy 1 Details	Reviews			
Strategy 1: 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. Strategy's Expected Result/Impact: Staff retention and positive connections at school will encourage staff in their daily work of leading and learning. Staff Responsible for Monitoring: Sunshine Committee Leadership Department Leads Grade Level Leads Campus Administrators	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.

Evaluation Data Sources: OHI survey, staff surveys, participation in NISD committees, Weekly PLC meeting agenda notes, State of the School Updates (August, November, March, May)

Strategy 1 Details	Reviews			
Strategy 1: Campus Professional Learning Communities (PLCs) will engage in productive and meaningful work that results in meeting the campus achievement goals, including grade level collaboration. Strategy's Expected Result/Impact: 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 Staff Responsible for Monitoring: Department Leads Grade Level Leads Campus Administrators NISD Curriculum Coordinators, Coaches, and Curriculum Writers Problem Statements: Demographics 1	Formative			Summative
	Nov	Jan	Mar	May

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 1: With four different NISD feeder campuses and over 125 new to NISD students, there is a need to maintain aligned campus expectations and systems of supports for students and families. Root Cause: Worthington is in a fast-growth area of the district.

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: attendance at community events, community surveys, PTSA membership data

Strategy 1 Details	Reviews			
Strategy 1: 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. Strategy's Expected Result/Impact: 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.	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 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: PTSA membership, attendance at community events, community surveys, online engagement

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
Strategy 1: Maintain multiple avenues for staff, families and students to connect with the campus, including events and a variety of communication platforms. Strategy's Expected Result/Impact: 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. Staff Responsible for Monitoring: Campus administrators PTSA Leadership Problem Statements: Perceptions 1				
No Progress Accomplished Continue/Modify Discontinue				

Performance Objective 2 Problem Statements:

Perceptions
Problem Statement 1: Parent involvement depends on the same volunteers for a variety of activities. Root Cause: Transitioning from elementary school opportunities to middle school opportunities takes time, and by the time we build a steady cohort of volunteers, their children move to high school.

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: Emergent Tree program review, classroom walkthroughs, campus acknowledgement board, student surveys, classroom artifacts

Strategy 1 Details	Reviews			
Strategy 1: 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. Strategy's Expected Result/Impact: 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. 100% of students will be able to describe the Core Values with an example 100% of classrooms will utilize an Acknowledgement Board system with an emphasis on a 3:1 acknowledgement to correction ratio Staff Responsible for Monitoring: Campus administrators Behavior Framework Committee Team Grade level leads Department leads Classroom Teachers Behavior Interventionists Emergent Tree consultants Problem Statements: Demographics 1	Formative			Summative
	Nov	Jan	Mar	May
No Progress Accomplished Continue/Modify Discontinue				

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 1: With four different NISD feeder campuses and over 125 new to NISD students, there is a need to maintain aligned campus expectations and systems of supports for students and families. Root Cause: Worthington is in a fast-growth area of the district.