

**Northwest Independent School District**  
**Leo Adams Middle School**  
**2018-2019 Campus Improvement Plan**

# Core Beliefs

Kids come first.

Continuous learning is essential to prepare for college and career opportunities.

Each student's success is the shared responsibility of students, families, schools, and communities.

Learning is influenced by environment.

## Northwest ISD Vision

Northwest ISD empowers  
learners and leaders to positively impact the world.

## Northwest ISD Mission

Northwest ISD, in collaboration with  
students, families, communities, and global partners,  
will engage in a culture of learning  
that prepares all students to confidently navigate their future.

# Comprehensive Needs Assessment

Revised/Approved: September 18, 2018

## Demographics

### Demographics Summary

- New campus in 2018-2019
- SpEd 11%
- ELL 2%
- Eco Dis 24%
- At-Risk 29%
- GT 12%
- Hispanic 25%
- White 53%
- Black 14%
- Asian 5%
- Two or more races 3%
- 1179 total students
- 91 total staff (professional and paraprofessional)

### Demographics Strengths

- Racial and ethnic diversity
- Large student population - richness of perspectives and experiences
- Sizable GT population
- Staff from various campuses and other districts

### Problem Statements Identifying Demographics Needs

**Problem Statement 1:** We are a brand new campus with a large student population that needs to establish a culture of excellence for all students. **Root Cause:** We provided relief to three other middle school campuses and five feeder elementary campuses, each with their own culture and expectations.



## **Student Academic Achievement**

### **Student Academic Achievement Summary**

- 29% At-Risk
- 11% SpEd
- 12% GT
- 2% ELL

### STAAR Data

#### **CURRENT 6TH GRADERS**

- 5th Grade Reading - 61/379 NOT MEETING - 16%
- 5th Grade Math - 42/338 NOT MEETING - 12%
- 5th Grade Science - 56/363 NOT MEETING - 15%

#### **CURRENT 7TH GRADERS**

- 6th Grade Reading -79/350 NOT MEETING - 23%
- 6th Grade Math - 37/347 NOT MEETING - 11%

#### **CURRENT 8TH GRADERS**

- 7th Grade Reading - 44/291 NOT MEETING - 15%
- 7th Grade Writing - 44/291 NOT MEETING - 15%
- 7th Grade Math - 29/132 NOT MEETING - 22%

### **Student Academic Achievement Strengths**

- Current 6th and 7th Graders' math readiness
- Current 8th Graders' reading and writing readiness

### **Problem Statements Identifying Student Academic Achievement Needs**

**Problem Statement 1:** 6th and 7th Graders demonstrate a lack of reading readiness as indicated on STAAR performance. **Root Cause:** Students lack opportunities to read engaging texts across content areas and exercise literacy skills (reading, writing, speaking, listening).

## School Processes & Programs

### School Processes & Programs Summary

- Rigor and relevance - need for cognitively demanding instruction - Pre-AP coursework, use R&R rubrics to analyze lesson plans as a department during PLCs (monitor over time), protocols to use to analyze our lesson plans and look at student work, rigor/relevance quadrants to monitor lesson plans over the course of the week/grading period, looking at rigor of questions
- Intervention - AVID, small group instruction during double-block classes, classrooms with movable walls, collaborative spaces, library, SSI, tutorials, advisory, RtI
- Enrichment - AVID, PLTW, small group instruction during double-block classes, classrooms with movable walls, collaborative spaces, library (media center), clubs, GT classes, advisory
- Needs Assessment - analyzed and prioritized
- Supporting all students - tutorials, teacher availability, KickStart
- Supporting all teachers - mentors, PLC periods, department heads, common planning periods, grade level team members
- AVID schoolwide implementation
- Use of Advisory to address literacy and social-emotional learning

### School Processes & Programs Strengths

- AVID schoolwide implementation
- Daily PLC period for core content teachers
- Use of Advisory to help students monitor grades, develop goals, address social-emotional learning, and offer choice reading opportunities

### Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1:** As a brand new campus, we lack culture, routines, processes unique to Adams. **Root Cause:** We are a brand new campus in the initial stages of culture and process development.

## Perceptions

### Perceptions Summary

- #expectthebest
- Transparency through social media
- Distributed leadership with new roles and opportunities
- Literacy (reading, writing, speaking, listening) is essential

### THE LEO WAY

- Lead by example
- Excellence in all we do
- Others before self

### Characteristics of an Adams Lion

- Kindness
- Leadership
- Honesty
- Excellence
- Strength
- Courage

### Perceptions Strengths

- Redefining transparency (social media, glass walls, collaborative spaces)
- Engagement with students, families, and community via social media
- High expectations (#expectthebest) since day 1

### Problem Statements Identifying Perceptions Needs

**Problem Statement 1:** We do not all share a common way of believing, doing, being at Adams. **Root Cause:** We are a new campus with students and staff from various campuses across the district.



# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

## Accountability Data

- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- PBMAS data

## Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Released Test Questions
- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Postsecondary college, career or military-ready graduates data
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- Student Success Initiative (SSI) data for Grades 5 and 8
- Student failure and/or retention rates

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each group
- Special Programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data,
- Male / Female performance, progress, and participation data
- Special education population, including performance, discipline, progress, and participation data
- Migrant population, including performance, progress, discipline, attendance, and mobility
- At-Risk population, including performance, progress, discipline, attendance, and mobility

- EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Career and Technical Education (CTE) data, including academic achievement, progress, program growth, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Response to Intervention (RtI) student achievement data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

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

- Attendance data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data

### **Employee Data**

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

### **Parent/Community Data**

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

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

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

- Action research results

# Goals

Revised/Approved: May 29, 2018

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

**Performance Objective 1:** Establish a culture of literacy (reading, writing, speaking, listening) by implementing programs for students.

**Evaluation Data Source(s) 1:** Master schedule (minutes), lesson plans, "Adams Reads" submissions, CBA performance (across content areas), STAAR performance, Book of the Month responses, referral frequency, library circulation

## Summative Evaluation 1:

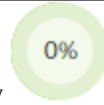
Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Dec	Feb	Apr
1) Implementing ROAR (Read Often & Relax) (choice reading) during Advisory daily.	Advisory teachers, APs, Librarian, Principal	Increased reading among all students, improved writing samples, improved CBA/STAAR performance				
	Problem Statements: Demographics 1 - Student Academic Achievement 1					
2) Implementing "Adams Reads" website for students to submit book reviews, book trailers, notable quotes for peers to access.	Librarian, APs, Principal, Classroom Teachers	Increased reading among all students, improved writing samples, improved CBA/STAAR performance, improved collaboration/dialogue among students				
	Problem Statements: Demographics 1 - Student Academic Achievement 1 - School Processes & Programs 1 - Perceptions 1					
3) Curating classroom libraries for all core content area teachers.	Core Classroom Teachers, Librarian, APs, Instructional Coaches, Principal	Increased reading among all students, improved writing samples, improved CBA/STAAR performance, improved collaboration/dialogue among students				
	Problem Statements: Demographics 1 - Student Academic Achievement 1 - School Processes & Programs 1 - Perceptions 1					
4) Implementing Principal Book of the Month that is aligned with our Characteristics of a Lion.	Principal, Librarian, Advisory Teachers, Counselors	Increased reading among all students, improved writing samples, improved collaboration/dialogue among students				
	Problem Statements: Demographics 1 - School Processes & Programs 1 - Perceptions 1					



= Accomplished



= Continue/Modify



= No Progress



= Discontinue

### Performance Objective 1 Problem Statements:


<b>Demographics</b>
<b>Problem Statement 1:</b> We are a brand new campus with a large student population that needs to establish a culture of excellence for all students. <b>Root Cause 1:</b> We provided relief to three other middle school campuses and five feeder elementary campuses, each with their own culture and expectations.
<b>Student Academic Achievement</b>
<b>Problem Statement 1:</b> 6th and 7th Graders demonstrate a lack of reading readiness as indicated on STAAR performance. <b>Root Cause 1:</b> Students lack opportunities to read engaging texts across content areas and exercise literacy skills (reading, writing, speaking, listening).
<b>School Processes &amp; Programs</b>
<b>Problem Statement 1:</b> As a brand new campus, we lack culture, routines, processes unique to Adams. <b>Root Cause 1:</b> We are a brand new campus in the initial stages of culture and process development.
<b>Perceptions</b>
<b>Problem Statement 1:</b> We do not all share a common way of believing, doing, being at Adams. <b>Root Cause 1:</b> We are a new campus with students and staff from various campuses across the district.

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

**Performance Objective 1:** Establish a culture of literacy (reading, writing, speaking, listening) by implementing programs for teachers to lead students and other teachers.

**Evaluation Data Source(s) 1:** PLC minutes and agendas, lesson plans, student participation in book clubs, staff participation and leadership with book clubs

### Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Dec	Feb	Apr
1) Implementing daily PLC period for core content area teachers where teachers develop opportunities for students to read, write, speak, and listen in response to texts.	Dept Heads, APs, Instructional Coaches, Principal	Increased literacy opportunities for all students, improved writing samples, improved CBA/STAAR performance, improved collaboration/dialogue among students				
Problem Statements: Demographics 1 - Student Academic Achievement 1 - School Processes & Programs 1 - Perceptions 1						
2) Implementing Lions Lunch & Lit book club led by staff and offered to students.	Librarian, Principal, APs, Grade Level Team Leaders	Increased reading among all students, improved writing samples, improved CBA/STAAR performance, improved collaboration/dialogue among students				
Problem Statements: Demographics 1 - Student Academic Achievement 1 - School Processes & Programs 1 - Perceptions 1						
3) Implementing Leading Lions Lit book club led by staff and offered to other staff members.	Librarian, Principal, Department Heads, Counselors, APs	Increased reading among staff, modeled instructional strategies, improved collaboration/dialogue among staff				
Problem Statements: Demographics 1 - Student Academic Achievement 1 - School Processes & Programs 1 - Perceptions 1						
						

### Performance Objective 1 Problem Statements:

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**School Processes & Programs**

**Problem Statement 1:** As a brand new campus, we lack culture, routines, processes unique to Adams. **Root Cause 1:** We are a brand new campus in the initial stages of culture and process development.

**Perceptions**



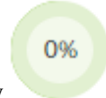

**Problem Statement 1:** We do not all share a common way of believing, doing, being at Adams. **Root Cause 1:** We are a new campus with students and staff from various campuses across the district.

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

**Performance Objective 1:** Establish a culture of literacy (reading, writing, speaking, listening) by implementing programs for parents led by staff members.

**Evaluation Data Source(s) 1:**

**Summative Evaluation 1:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Dec	Feb	Apr
1) Implementing Lion Lit book club led by staff and offered to other parents regarding topics of interest.	Principal, Dept Heads, APs, Counselors	Increased reading among families, improved collaboration/dialogue among students, families, and staff, empowering strategies for families to use at home to support their students				
2) Implementing Wednesdays with Webber to share culture of high expectations, processes, supports and instructional practices with families.	Principal, Librarian, APs, Counselors	Increased reading among families, improved CBA/STAAR performance, improved collaboration/dialogue among students, families, and staff, support garnered from families for campus initiatives				
Problem Statements: Demographics 1 - School Processes & Programs 1 - Perceptions 1						
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue						

**Performance Objective 1 Problem Statements:**

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