

Northwest Independent School District
Pike 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.

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.

Comprehensive Needs Assessment

Needs Assessment Overview

- Literacy will continue to be a campus focus in all content areas.
 - AVID literacy strategies of #CUSS and LENSE implemented campus wide
 - Achieve 3000 and Lexia Power Up supports utilized
 - Reading initiative started in all classrooms and content areas
 - Collins writing strategies utilized campus wide
- SpEd students continue to struggle academically
- SpEd, White, and Two or more Races did not meet all of the target categories on the A-F system.
- OHI data indicates staff goal focus and cohesiveness is high
- OHI data indicates staff moral and communication is low
- 6th grade LA scores are lowest in the district

Demographics

Demographics Summary

Pike MS

- 985 Students
- title 1 campus
- 26% Free and Reduced
- 37% At Risk
- 23% Hispanic
- 7% AA
- 65% White
- 3% 2 or more
- 13% GT
- 14% SpED
- 14% 504
- 5% ELL

Activities

- 80% of our students are involved in fine arts
- 100% of our students are involved in a club or school sponsored activity
- AVID enrollment increased this year
- Participation in athletics needs to be a focus

Recognitions

- National School to Watch
- Heat Safety Campus
- PTA School of Excellence

Demographics Strengths

- Two or more races scores were 9% points higher than the campus average in 6th reading
- African American 6th grade math scores were above the campus average

- African American 7th grade reading scores were above the campus average
- Two or more races scores were above the campus average in 7th grade reading
- African American and Hispanic scores met the target in all five categories of the A-F rating system

Problem Statements Identifying Demographics Needs

Problem Statement 1: Our Special Education students are under performing when compared to other sub pops on campus. **Root Cause:** Some of our students are reading below grade level and our students are not reading on their own outside of class.

Problem Statement 2: Our sub pop of white students did not meet the target goal in 4 of the 5 categories on the A-F system. **Root Cause:** Low rigor in the classroom

Student Academic Achievement

Student Academic Achievement Summary

- Achievement Gaps
 - SpEd, ELL, and At-Risk students are continuing to underperform and are well below district average on CBA and STAAR results
- Benchmark scores were extremely high in 6th LA during the school year, but only reached 70% approaches rate on the 6th STAAR reading test.
- SpEd, White, and Two or more Races did not meet all of the target categories on the A-F system.

Student Academic Achievement Strengths

- Social Studies increased 11% points on STAAR ranking 2nd in the district
 - Focused on the readiness standards and spiraled in previous content during the week
- Alg - 99% of students passing the EOC with 70% at the masters level
- LA gaps on performance are continuing to close as students progress from 6th to 7th and from 7th to 8th grade
- 7th grade reading Masters scores increased by 8%
- 7th grade Writing Masters scores increased by 5%
- 8th grade Science Masters scores increased by 10%
- 6 of the 15 accountability categories moved up at least one quartile level
- 7th and 8th reading moved from a Quartile 4 to a Quartile 2
- 7th Writing moved from a Quartile 2 to a Quartile 1

Tools and Intervention Strategies

- Targeted SSI and Advisory groups focusing on individual student gaps have helped close the achievement gaps
- AVID #CUSS and LENSE strategies utilized campus wide to focus on literacy
- Reading time built into the day where every student is reading a minimum of 50 min a week
- Achieve 3000 and Power Up Lexia Literacy support implemented in LA classes
- LA classes were pre-testing, but daily rigor was needing to be increased to produce desired results on STAAR test.
- Differentiation training provided to staff periodically through the school year to give staff the instructional tools necessary to provide individualized instruction to struggling students.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: 6th grade LA scores are below district average. **Root Cause:** Our students are not being challenged enough in class.

Problem Statement 2: Our Special Education students are under performing when compared to other sub pops on campus. **Root Cause:** Some of our students are reading below grade level.

Problem Statement 3: SpEd, White, and Two or more Races did not meet all of the target categories on the A-F system. **Root Cause:** We are not challenging our students enough in the classroom.

School Processes & Programs

School Processes & Programs Summary

Intervention and Enrichment programs

- Achieve 3000 in LA
- Lexia Power Up Literacy Support in LA
- Think Through Math
- Targeted Advisory groups
- SSI
- STAAR tutorial groups
- Algebra Camp
- 6th grade Kickstart
- AVID

Ensuring the needs are prioritized and analyzed

- Reports on progress from Achieve 3000
- Each teacher progress monitoring identified students in certain sub pops
- PLC - intentionally planning and setting dates to update progress monitoring data on students, meeting with grade levels to review RTI students and data, quarterly curriculum meetings to discuss progress in class

Supporting Students and Teachers

- Tutorials
- Campus CIT conducting coaching sessions
- Students checking grades weekly in advisory
- Administration participating in daily PLC meetings
- Differentiation Training
- ICLS Rigor and Relevance Rubrics
- Professional Development time build into Friday content PLC time every week to give teachers (special focus on new teacher) the instructional tools necessary to enable our students to be successful. PD plans and trainings will happen every Friday and each training will be revisited during the school year to reinforce and provide checks along the way to ensure that staff is utilizing the strategies presented in PIC. Trainings will include ICLE Rubrics, Differentiation, Achieve 3000, Lexia, Progress Monitoring, ect.

School Processes & Programs Strengths

- Incorporating PLC time during the school day for teachers to co-plan as well as look at data and attend professional development
- Collin writing strategies campus wide incorporating quick writes into daily lessons
- AVID - campus wide focus on Cloze reading strategies through #CUSS and LENSE strategies
- Campus wide reading initiative where each department reads 10 min a week in class

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Our Special Education students are under performing when compared to other sub pops on campus. **Root Cause:** We have a group of students who are reading below grade level.

Problem Statement 2: We have a group of students who are reading below grade level. **Root Cause:** Students are not reading on their own outside of class.

Problem Statement 3: Not all staff members have had extensive training in all of the support systems that we have available for students. **Root Cause:** High number of new staff members on campus this school year.

Perceptions

Perceptions Summary

How would students/teachers describe your campus? A safe place to be where teachers care about the students. OHI data showed a strong goal focus and cohesiveness with our staff. OHI data also showed low numbers in Moral and Communication.

Describe learning experiences? Learning "experiences" are what our Problem of Practice is focused on this year. Our campus will utilize ICLE Rubrics to plan and implement learning experiences at the Developed and Well Developed level.

Do campus events or activities promote widespread student participation? Our Pike Family Fall Fest has been a huge success the past three years. Participation in Fine Arts is at an all time high. Athletic numbers has been stagnate the past couple of year and we need to find ways to get more students involved in athletics.

How are parents and community involved in your school? Through our PTSA. They are on campus weekly, run our concession stands for athletic events, and help sponsor our Pike Family Fall Fest.

Communication Focus to address OHI survey data

- Strong and consistent communication
 - Weekly emails to staff send out on Thursdays highlighting in detail the next weeks school activities
 - Pike at a Glance updated and sent out to staff weekly with a list of all events to the end of the school year
 - Bi-weekly meeting notes sent out to the staff from Instructional and Operational Team meetings
 - Weekly grade level emails sent out to parents highlighting what is going on in content classes the upcoming week

Perceptions Strengths

School Recognitions

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

Strengths

- Weekly grade level newsletters sent home to parents
- Emails home from Principal to parents on upcoming events
- Family Fall continuing to grow each year
- OHI data indicates that teachers know what our campus goals are and are willing to work with each other to achieve these goals (cohesiveness)

What are some strengths in the way the campus communicates with home and community? Weekly emails home from grade level team leaders to parents containing a brief overview of what is going on this week in all content classes. Moodle, home access, Principal emails, School Messenger, Social Media, Facebook and Twitter.

What systems are in place that positively impact either discipline or attendance or both? Attendance incentives, A Honor Roll recognition, Panther Pride Awards for character

What are things in terms of parent involvement that the campus does really well? Multiple PTA awards, PTA national School of Excellence

What are some recognitions your campus teachers and students have received? National School to Watch, Teacher/PARA of the Month and Year recognitions

Problem Statements Identifying Perceptions Needs

Problem Statement 1: OHI data low in the areas of moral and communication **Root Cause:** Staff knows what our campus focus is but is needing more information or help on how to achieve and move forward towards our goals.

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

Accountability Data

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

Student Data: Assessments

- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Postsecondary college, career or military-ready graduates data
- Student Success Initiative (SSI) data for Grades 5 and 8

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
- 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.
- 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

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- 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
- State certified and high quality staff data
- 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

- Other additional data

Goals

Revised/Approved: May 29, 2018

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

Performance Objective 1: PreK - 12 Grade Literacy: NISD will place an increased emphasis on literacy across all grade levels and content areas to help ensure that at least 90% of students are reading on or above grade level.

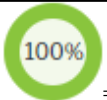



Evaluation Data Source(s) 1: Measures may include:

6-8 STAAR reading; passing level

7 STAAR writing

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Dec	Feb	Apr
1) 1. Students intentionally identified and placed in SSI LA and advisory classes based off of academic need. Achieve 3000 and Lexia Power Up Literacy Supports utilized to identify students levels in Word Study, Grammar, and Comprehension.	Campus Administration CIT LA teachers	Student lexil levels increasing SpEd and PBMAS data showing a close in achievement gap Set expectation within each department set on the amount of time each week students are utilizing Achieve 3000 and Lexia Power Up. Student reading levels tracked, monitored, and recorded on content area Progress Monitoring Sheets in weekly PLCs.				
Problem Statements: Demographics 1						
2) Campus wide implementation of AVID strategies (#CUSS, LENSE) for all classes using the same terminology and strategies to annotate text.	Campus Administration CIT Department Heads AVID Site Team	All classes using the same vocabulary and strategy to teach students how to annotate and break down text. Student comprehension levels increasing and reading scores increasing on STAAR in all grade levels.				
Problem Statements: Demographics 1 - Student Academic Achievement 1						

3) Continue to utilize Collins writing strategies in all content areas.	Campus Administration	Increase in students writing levels.				
	Departments Heads					
	All Teachers					
Problem Statements: Student Academic Achievement 2						
4) Implementation of a campus wide reading initiative where students read 10 min a day in one of their classes for an end result of every student on campus reading a minimum of 50 min each week.	Campus Administration	Student Vocabulary increasing.				
	All Teachers	Reading scores increasing on CBA and STAAR tests.				
	Department Heads	Campus culture of a love for reading.				
		Track and monitor student lexile levels through Lexia Power Up and Achieve 3000.				
Problem Statements: Demographics 1 - Student Academic Achievement 1						
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue						

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Our Special Education students are under performing when compared to other sub pops on campus. Root Cause 1: Some of our students are reading below grade level and our students are not reading on their own outside of class.
Student Academic Achievement
Problem Statement 1: 6th grade LA scores are below district average. Root Cause 1: Our students are not being challenged enough in class.
Problem Statement 2: Our Special Education students are under performing when compared to other sub pops on campus. Root Cause 2: Some of our students are reading below grade level.



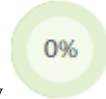

Goal 1: Students will achieve success through meaningful learning experiences, innovative pathways, and personalized opportunities.

Performance Objective 2: Masters Grade Level Performance: NISD will increase student performance for each STAAR/EOC assessment by 10%, placing an emphasis on students reaching the Masters Grade Level distinction.

Evaluation Data Source(s) 2: STAAR (6-8) and End of Course Exams (Algebra 1)

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Dec	Feb	Apr
1) Daily content PLC periods build into core teachers schedules to provide time during the school day to analyze and break down student data, progress monitor students, and plan high level lessons utilizing ICLE Rigor and Relevance rubrics at the developed and well developed level.	Campus Administration Department Heads CIT	Shift in lessons planned for and presented at the developed and well developed level. Increase in student masters scores on district and state assessments. Detailed PLC schedules sent out each six weeks communicating to staff daily expectations within the PLC period. PLC schedules will be created by our campus Leadership Team during ILM meetings. Weekly PLC Schedule: Monday - Content Planning Tuesday - Data Day Wednesday - RTI & Progress Monitoring Thursday - Content Planning Friday - PD Day Administrators will attend PLC meetings for their content area				
	Problem Statements: Demographics 1, 2					
2) Provide PD for teachers on how to utilize and plan using the ICLE Rigor and Relevance Rubrics.	Campus Administration CIT Department Heads	Increased number of lessons planned for and created at the developed and well developed level.				
	Problem Statements: School Processes & Programs 3					

3) Utilize district curriculum coaches to participate in content PLCs and conduct coaching cycles with teachers.	Campus Administration Department Heads	Increased rigor in the classroom				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue						

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: Our Special Education students are under performing when compared to other sub pops on campus. Root Cause 1: Some of our students are reading below grade level and our students are not reading on their own outside of class.
Problem Statement 2: Our sub pop of white students did not meet the target goal in 4 of the 5 categories on the A-F system. Root Cause 2: Low rigor in the classroom
School Processes & Programs
Problem Statement 3: Not all staff members have had extensive training in all of the support systems that we have available for students. Root Cause 3: High number of new staff members on campus this school year.

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

Performance Objective 3: College, Career, and Life Readiness: NISD will ensure that every student is achieving Exemplary CCR status (in accordance with NISD's CCR Rubric), experiencing personalized learning opportunities, and developing social-emotional skills in order to attain their definition of personal success.

Evaluation Data Source(s) 3:

Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Dec	Feb	Apr
1) All 8th grade students will be enrolled in our CCR class or AVID.	CCR and AVID teachers Counselors Campus Administration	All House Bill 5 required lessons taught through CCR classes.				
2) Character Ed lessons built into weekly Advisory lessons.	Counselors CIT	All students supported in developing their social-emotional skills. Counseling department creating weekly Character Ed lessons that all teachers grades 6-8 will teach during Advisory class. Campus administration will conduct walk throughs during advisory periods to monitor the fidelity of implementation of advisory lessons.				
3) Principal's Book of the Month read to students over video announcements highlighting character ed.	Principal 8th grade Counselor CIT Media Teacher	Book of the month tied to character ed lessons for that month in Advisory.				





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

Performance Objective 4: PBMAS Emphasis: NISD will increase academic success of students within Performance-Based Monitoring Analysis System (PBMAS) subgroups, with all indicators receiving a 0 rating.

Evaluation Data Source(s) 4: SPED and ELL data based on STAAR performance

Summative Evaluation 4:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Dec	Feb	Apr
PBMAS 1) Weekly data days in PLC periods where teachers are looking at and tracking data on our PBMAS students, and planning targeted interventions based on the data.	All teachers	Increased achievement in sub pop data				
	SpEd Department Campus Administration RTI team	Closing of the achievement gap on district and state assessments				
Problem Statements: Demographics 1						
2) Differentiation training and follow up training presented to staff at PLC PD days and campus PD days.	Campus Administration	Individualized lessons provided to students based on their specific area of need.				
	CIT Department Heads Campus Leadership Team					
Problem Statements: Demographics 1, 2						

3) PBMAS and RTI students specifically identified and placed in SSI classes, Advisory Classes, and tutorial groups based on their specific area of need.	Campus Administration	Individualized guided support offered to students specific to their area of need.				
	CIT Department Heads	Pre-Test students to see where their academic level of need lies. Create lessons specific to students area of need to address gaps in learning. Every Wednesday during PLC will be a data day where teachers are breaking down data and filling out progress monitoring/RTI data sheets on our SPED and RTI students to track their progress on specific TEKS. Gaps in learning closed.				
Problem Statements: Demographics 1, 2						
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue						

Performance Objective 4 Problem Statements:

Demographics	
Problem Statement 1: Our Special Education students are under performing when compared to other sub pops on campus. Root Cause 1: Some of our students are reading below grade level and our students are not reading on their own outside of class.	
Problem Statement 2: Our sub pop of white students did not meet the target goal in 4 of the 5 categories on the A-F system. Root Cause 2: Low rigor in the classroom	

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

Performance Objective 1: NISD will improve ongoing support for first-year teachers in NISD with a goal of 95% or higher satisfaction rate on end-of-year surveys.

Evaluation Data Source(s) 1: Ongoing Surveys

Feedback from first-year teachers, mentors, and campus administrators

Retention rate of first-year teachers

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Dec	Feb	Apr
1) Have new teachers go through coaching cycles with CIT and Curriculum Coaches.	TTESS appraiser CIT	New teachers learning the NISD "way" and having the resources and skills necessary for students to be successful in the classroom.				
Problem Statements: School Processes & Programs 3						
2) New teachers assigned a mentor teacher on campus. Establishing criteria for expectations on the amount of times mentor and men-tees meet.	Mentor Coordinator	New teachers knowing campus expectations and procedures.				
Problem Statements: School Processes & Programs 3						

Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 3: Not all staff members have had extensive training in all of the support systems that we have available for students. Root Cause 3: High number of new staff members on campus this school year.

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

Performance Objective 2: Increase our campus OHI data in the areas of Morale and Communication from the Dependent level to the Independent level.

Evaluation Data Source(s) 2: OHI Data
Campus and District Surveys

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Dec	Feb	Apr
1) Weekly emails to staff with upcoming events and details of expectations for each event.	Principal	All staff aware of all upcoming events and their involvement.				
	Problem Statements: Perceptions 1					
2) Create and Instructional Leadership Team and an Operational Leadership team that will meet biweekly.	Jones	More teacher input in decisions pertaining to the campus.				
	Schlomach					
	ILT and OLT members					
Problem Statements: Perceptions 1						

Performance Objective 2 Problem Statements:

Perceptions
Problem Statement 1: OHI data low in the areas of moral and communication Root Cause 1: Staff knows what our campus focus is but is needing more information or help on how to achieve and move forward towards our goals.


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: Focus on communication that fosters a partnership between the school and all stakeholders.


Evaluation Data Source(s) 1: Survey Data

Summative Evaluation 1:


Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Dec	Feb	Apr
1) Weekly grade level emails sent home highlighting the upcoming events in each content area.	Grade Level Team Leaders Department Heads All Staff members	Increased communication to parents regarding upcoming events both in and out of the classroom.				
2) Create relationships with community stakeholders to increase our volunteer hours.	Principal All Staff	Increased community involvement.				




= Accomplished



= Continue/Modify



= No Progress



= Discontinue

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

- Literacy will continue to be a campus focus in all content areas.
 - AVID literacy strategies of #CUSS and LENSE implemented campus wide
 - Achieve 3000 and Lexia Power Up supports utilized
 - Reading initiative started in all classrooms and content areas
 - Collins writing strategies utilized campus wide
- SpEd students continue to struggle academically
- SpEd, White, and Two or more Races did not meet all of the target categories on the A-F system.
- OHI data indicates staff goal focus and cohesiveness is high
- OHI data indicates staff moral and communication is low
- 6th grade LA scores are lowest in the district

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

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

PreK - 12 Grade Literacy: NISD will place an increased emphasis on literacy across all grade levels and content areas to help ensure that at least 90% of students are reading on or above grade level.

1. Students intentionally identified and placed in SSI LA and advisory classes based off of academic need. Achieve 3000 and Lexia Power Up Literacy Supports utilized to identify students levels in Word Study, Grammar, and Comprehension.
- 2) Campus wide implementation of AVID strategies (#CUSS, LENSE) for all classes using the same terminology and strategies to annotate text.
- 3) Continue to utilize Collins writing strategies in all content areas.
- 4) Implementation of a campus wide reading initiative where students read 10 min a day in one of their classes for an end result of every student on campus reading a minimum of 50 min each week.

Masters Grade Level Performance: NISD will increase student performance for each STAAR/EOC assessment by 10%, placing an emphasis on students reaching the Masters Grade Level distinction.

- 1) Daily content PLC periods build into core teachers schedules to provide time during the school day to analyze and break down student data, progress monitor students, and plan high level lessons utilizing ICLE Rigor and Relevance rubrics at the developed and well developed level.
- 2) Provide PD for teachers on how to utilize and plan using the ICLE Rigor and Relevance Rubrics.
- 3) Utilize district curriculum coaches to participate in content PLCs and conduct coaching cycles with teachers.

College, Career, and Life Readiness: NISD will ensure that every student is achieving Exemplary CCR status (in accordance with NISD's CCR Rubric), experiencing personalized learning opportunities, and developing social-emotional skills in order to attain their definition of personal success.

- 1) All 8th grade students will be enrolled in our CCR class or AVID.
- 2) Character Ed lessons built into weekly Advisory lessons.
- 3) Principal's Book of the Month read to students over video announcements highlighting character ed.

PBMAS Emphasis: NISD will increase academic success of students within Performance-Based Monitoring Analysis System (PBMAS) subgroups, with all indicators receiving a 0 rating.

- 1) Weekly data days in PLC periods where teachers are looking at and tracking data on our PBMAS students, and planning targeted interventions based on the data.
- 2) Differentiation training and follow up training presented to staff at PLC PD days and campus PD days.
- 3) PBMAS and RTI students specifically identified and placed in SSI classes, Advisory Classes, and tutorial groups based on their specific area of need.

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

NISD will improve ongoing support for first-year teachers in NISD with a goal of 95% or higher satisfaction rate on end-of-year surveys.

- 1) Have new teachers go through coaching cycles with CIT and Curriculum Coaches.

- 2) New teachers assigned a mentor teacher on campus. Establishing criteria for expectations on the amount of times mentor and men-tees meet.

Increase our campus OHI data in the areas of Morale and Communication from the Dependent level to the Independent level.

- 1) Weekly emails to staff with upcoming events and details of expectations for each event.

- 2) Create and Instructional Leadership Team and an Operational Leadership team that will meet biweekly.

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

Focus on communication that fosters a partnership between the school and all stakeholders.

- 1) Weekly grade level emails sent home highlighting the upcoming events in each content area.

- 2) Create relationships with community stakeholders to increase our volunteer hours.

2.2: Regular monitoring and revision

September 12, 2018 - Title I Parent Meeting

October 2018 - Formative Plan Review

December 2018 - Formative Plan Review

February 2019 - Formative Plan Review

April 2019 - Summative Plan Review

2.3: Available to parents and community in an understandable format and language

At the Annual Title I Parent Meeting on September 12, 2018, parents will be presented with a copy of the Comprehensive Support Strategies, Parent/Student/Staff Compact, and the Parent Involvement Policy for the 2018-2019 Title I Plan. Administrators will review this document as well as the provide opportunities for clarifying questions. The Parent Involvement Policy and Student/Parent/Staff Compact will be linked to our campus web site for parents to have easy access to them.

2.5: Increased learning time and well-rounded education

Students identified as at risk have been placed in SSI classes, pull out tutorial groups, and targeted intervention advisory classes to address their academic gaps and provide more instructional minutes during the school day outside of their four content area classes.

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

At the Annual Title I Parent Meeting on September 12, 2018, parents will be presented with a copy of the Comprehensive Support Strategies, Parent/Student/Staff Compact, and the Parent Involvement Policy for the 2018-2019 Title I Plan. Administrators will review this document as well as the provide opportunities for clarifying questions. The Parent Involvement Policy and Student/Parent/Staff Compact will be linked to our campus web site for parents to have easy access to them.

3.2: Offer flexible number of parent involvement meetings

Family and Community Involvement Summary

Pike MS has an active PTA which offers support to the school, students, and staff through volunteering and being a visible presence on campus. Pike MS will host the fifth annual Pike Community Night this fall creating an avenue to allow parents, students, and community members to visit the campus and learn about the great things going on at Pike MS.

Family and Community Involvement Strengths

Pike MS was awarded 8 awards during the 16-17 school year including National PTA School of Excellence, spring increase award, golden apple award, early bird award, student membership achievement, winter increase award, mars award, and the texas star award.

Title I Schoolwide Element Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Andrea Driver	Campus Instructional Coach	Instructional Support	1
DRIVER, ANDREA	Campus Interventionist Teacher	Title 1	1